



**AN EVALUATIVE STUDY OF CONTINUING
EDUCATION PROGRAMME IN KERALA STATE
WITH FOCUS ON THE ROLE PLAYED BY
LOCAL-SELF-GOVERNMENT**

**ABSTRACT
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ABSTRACT

1. INTRODUCTION

Educational condition determines the destiny of a person. Right to education is basic human rights, fundamental freedoms and it acts as a key to acquire other human rights. A proper basic education allows an individual to develop his own potential to the fullest which is necessary to become effective in a larger process of modernization and growth for fighting against misery, injustice, economic and social inequalities and suffering. It is man's most formidable tool for survival. Eradication of ignorance and liquidation of illiteracy is a precondition to achieve sound social awareness and social education is a prerequisite for the effective use of literacy itself. Thus literacy is the head stone, gateway and potent means of written or the printed world. The World Declaration of Education for All 1990 reflected that the new challenges of literacy are to meet the basic learning need of every child, youth, and adult. These needs comprise essential tools such as literacy, oral expression, numeracy, and problem solving as well as basic learning content such as knowledge, skills, values, and attitudes. These are required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to derive joy from their work and expertise, to dignify social behavior, to participate fully in developmental process, to improve the quality of their live, to make informed decision, and to continue learning.

The history of local self-governance in India is so long that stretch far back to the tenth century caste dominant institutions or village Panchayat or elected body to the recent 73rd and 74th constitutional amendments that came into force on 20th of April 1993. The amendments have given constitutional guarantee to the local bodies and there for heralded a new era for decentralized planning. All the state governments had to enact confirmatory legislations making their laws conform to the broad framework enunciated in the constitution.

2. REVIEW OF RELATED LITERATURE

In this chapter, the investigator has included reviews of selected research studies in adult and continuing education programmes. For easy understanding and analysis a detailed description of reviews of studies from international scenario and national

scenario has been given. The national scenario has further divided into two parts, i.e, Sub-section A and Sub- section B. Sub-section A deals with study reviews from India other than state Kerala and sub-section B is study reviews from state Kerala. Both international studies and national studies has again classified under the following ten headings. They are studies related with:

- I. Method and material
- II. Media
- III. Training programme
- IV. Motivating the adults
- V. Impact, development and achievement
- VI. Women and literacy
- VII. Needs, interest, attitude and opinion
- VIII. Literacy and population education
- IX. Problems and constraints
- X. Practices and strategies

The conclusion drawn from this survey of related studies reveals that several efforts on adult continuing education that has been conducted in India and foreign countries. These efforts were in areas like occupations of adult learners, method and material preparation to meet day to day requirement of the learners, use of modern media for educating those neglected section of society, bring out more fruits from the training programme and manners of motivating adult learners. The impact /development /achievement/ outcome and draw backs of the existing programme, literacy of women, needs /interest /attitude and opinion about adult education, literacy and population education, problems and constraints of adult education programme, and practices and strategies followed in adult continuing education programme were the other areas surveyed for this literature study. The studies show the strength and the weakness of the existing system of adult continuing education. There are still enough areas to conduct valuable researches on the above-mentioned areas and others. However, the present investigator is unable to find a single study about the relationship between local self-government and Continuing Education Programme. Besides, more attention also need on aspects of policy and practice of adult education, application of innovative technologies in the learning of adults, economic aspects of the programme, sustainability.

and role of governmental and non-governmental agencies. Remedial measures, participation of industry and services in the programme, family life education, value education, on social issues and various programmes of continuing education centres also need to give attention.

3. OBJECTIVES OF THE STUDY

- 1 To study ongoing Continuing Education Programme in Kerala focusing on the kinds of Programmes and facilities of the centre.
- 2 To find out the awareness of the local self governmental representatives about their roles in the Continuing Education Centres.
- 3 To find out the activities that created awareness among local self governmental representatives about their roles in the Continuing Education Centres.
- 4 To find out the expected roles of local self governments in Continuing Education Centres
- 5 To find out the contribution of Local self governmental representatives in Continuing Education Centres.
- 6 To make suggestion for the better functioning of the Continuing Education Centres based on the findings of the study.

4. SAMPLE OF THE STUDY

A sample of 264 local self government representative were selected from six districts of Kerala viz., Idukki, Kollam, Thrissur, Malappuram, Wayanadu and Kasargod, and 132 Continuing Education Centres and an equal number of functionaries from these districts.

5. JUSTIFICATION FOR THE PROBLEM

Continuing education is significant because it not only help to acquire literacy, but also a means to achieve a life long learning society which is necessary for socio, economic, cultural and political development of the individual and society. It aims to bring social change and transformation by creating a healthy society that is able to help its members to attain fuller development and mentally health.

Until the formation of the first structurally serious nation wide adult education programme called National Adult Education Programme (NAEP), the efforts to tackle the problem of Adult Continuing Education was note seriously taken by the Government.

However, this programme was not able to achieve many of its objectives. The national policy on education, 1986, emphasized the importance of adult education in a separate section entitled “non-formal education, (NPE, 1986)”. The emphasis given to this field by the NPE 1986 was resulted in the establishment of National Literacy Mission with its mission approach. It opened the door to the Total Literacy Campaign in many part of the country. Post Literacy and Continuing Education Programmes was followed it. These programmes raised the literacy level of the nation from 43.56 in 1981 to 64.38 in 2001.

The confidence in organizing themselves for their rights and schemes for common beneficial activities in various part of the country, in particular those places where the schemes have successfully completed is an evidence to show that these programmes were successful. It also light on the fact that the learners and other beneficiaries of these types of programmes have identified that age is not at all a bar on the learning process. Thus, to sustain the needs of the neo-literates, to enhance their capability of reading, writing and refreshing memory some permanent institutional set up is a necessity. The Continuing Education Programme is established with these objectives. If the government is not ready or unable to take its responsibility fully, then its sustenance is a big question that cannot be easily answered.

Under the 73rd and 74th amendments panchayathi raj institution has become a constitutional necessity in all over India. To give meaning to the life and freedom of the poor masses of India, development from grassroots level is essential. The state like Kerala, which have implemented grassroots decentralization, is one of the best examples to show that through decentralization many socio-economic objectives of the nation can be achieved. The successful functioning of these institutions largely depends on the representatives, who are the elected bodies from the locality. In order to perform their roles fully, representatives needs right knowledge about their roles. Functionaries of the centre require how to make use of representative's maximum for the benefit of the centre and community. Besides the organizers and functionaries of this programe requires sufficient knowledge about the factors that can ensure maximum involvement from the representatives. Local community need to use these centres for achieving its various objectives, which are beneficial to them, and to acquire maximum utility from it. All

these factors lead the investigator to conduct an evaluative study about the role played by locale self-government in continuing education programme of Kerala state.

6. SIGNIFICANCE OF THE STUDY

The study is significant for thoroughly investigating the ongoing Continuing Education Programme in Kerala, focusing on the role of local self-governmental institutions in the planning, implementation and ensuring quality of the programmes and facilities of the centre. To achieve the goals and objectives of both these institutions properly, the investigator has made special efforts to know representatives awareness of Continuing Education Programme, factors that have been influenced for that awareness, the possible ways to increase the interaction between local self governmental representatives and CECs functionaries.

The constitutional amendment on decentralization of powers and establishment of grassroots democracy has increased the role of panchayathi raj institutions. The role of Locale administration departments has increased to a greater extent because it has to formulate policies and implement the developmental work at grass roots level. The gradual empowerment of these institutions necessitates the institutions like Continuing Education Centres for implementing its schemes. People participation in the developmental activities and administration process being the feature of democratic decentralization, in states like Kerala a silent revolution takes place in those areas. Through institution like Continuing Education Centres people get immense opportunity to be a part of this process. So the role of locale self-governmental institutions in planning and implementing the activities of Continuing Education Centres is significant. Therefore, the researcher planned to conduct an evaluative study about the role of locale self-governmental institutions in Continuing Education Programmes in Kerala.

7. SCOPE OF THE STUDY

The present study confines itself to the continuing education centers functioning under Kerala State Literacy Mission Authority in the year 1995-2006. Kerala is the first state in India where the Continuing Education Centres have established in all districts. In this diagnostic as well as evaluative study of the working of Continuing Education Centres, the investigator selected seven districts among the total fourteen districts.

Different tools have been developed for the coverage of the study. Separate tools

for local self governmental representatives, Continuing Education Centres functionaries. beneficiaries of the programme, Key Resource Person, and district and state level agencies were developed administered and analyzed. The findings of the study would help in more effective planning, efficient implementation, monitoring, and evaluation of Continuing Education Centres of the state giving increased responsibility of the centre being under local self governmental representatives.

8. STATEMENT OF THE PROBLEM

An Evaluative Study of Continuing Education Programme in Kerala State with Focus on the Role Played by Local Self- Government.

9. DELIMITATIONS OF THE STUDY

A problem under investigation may have a number of variables to be covered and a single research study to cover all those aspect of variables associated with the problem under investigation is a difficult task. Even if the problem is quit natural and is prevalent every where, limited time and scarce resources necessarily impose the need of a boundary in several ways. These ways of boundaries may be in the form of population coverage, sample selected, scope of variables studied, scope of its findings to be generalized etc. Due to several reasons, this study is also not free from such delimitations

10. DESIGN AND PROCEDURE OF THE STUDY

Research design is a kind of blue print to an investigator. It is a systematically prepared outline and a detailed form of procedures, that states the manner in which an investigator carries out the research. It is the plan, structure, and strategy of investigation conceived as to obtain answers to research questions and to control unwanted variance. With the help of research design a researcher can test the hypothesis. analyze the obtained data, and can answer the research questions to check its validity, accuracy. objectivity and economical aspect. Thus, it is the general structure not the content of the study.

The major aim of this study was to evaluate continuing education programme in Kerala State focusing on the role played by the local self-government. Keeping this aim in view, the study was designed to evaluate the Continuing Education Programme provided through Continuing Education Centres in Kerala under local self-government. The study had considered data in between the period of 1998-2006. Views of adult

continuing education related persons and local self-government representatives of Kerala state had studied through randomly selected centers, local self-governmental representatives, functionaries and beneficiaries. In order to have proper representation, the districts were selected based on their geographical position, diversified nature of programmes and performance data of district. For this study, various tools and techniques such as interviews, inventories, observation, focus group discussions and study of documents have used, analyzed and interpreted.

11. POPULATION

Population for the present study constitutes the entire local self-government representatives, Continuing Education Centres and its functionaries, adult continuing education related personnel and beneficiaries of the Continuing Education Programme of India.

12. SELECTION OF DISTRICTS

The present study covers all the fourteen districts of Kerala State. In order to have proper representation from the entire state, out of the fourteen districts, six districts were selected on the basis of their geographical position, diversified nature of programme and the performance of districts in Continuing Education Programme, as accounted by experts of Kerala State Literacy Mission Authority and State Resource Centres

13. SELECTION OF CENTERS AND PRERAKS:

As on December 2006, totally there are 475 NCECs and 3470 CECs in Kerala. The total numbers of CECs selected for this study are 132 i.e., In order to have equal representation to all districts, 22 CECs were identified using proportionate random sampling method. All the CECs were managed by Prerak and / assistant Prerak. So from each of the selected CECs an equal number of Preraks / Assistant prerak have selected to the interview schedule and have actively responded to the investigator.

14. SELECTION OF LOCAL SELF-GOVERNMENT REPRESENTATIVES:

From each selected district 25 Panchayath Ward Members, 10 Panchayath representatives, 5 Block Representatives and 4 District representatives including Presidents / Vice Presidents / Counselors / Standing Committee Chairman / Secretary were selected and personally interviewed.

15. SELECTION OF BENEFICIARIES/ NEO-LITERATES:

From each of the selected CECs, 4 beneficiaries of the centre have been randomly selected for group discussion to consider their views towards facilities, programmes and problems of the centre, local self-governmental representative's attitude towards the functioning of the centre, and their suggestions for strengthening and utilizing the services of CECs

16. TOOLS USED FOR THE STUDY

Following tools were used to collect qualitative and quantitative data according to the objectives of the study.

- I. Interview Schedule for
 1. Panchayat/ Block/ District Level Representatives
 2. Preraks /Assistant Preraks/ Nodal Preraks/ Assistant Nodal Preraks
- II. Information Inventory
 1. Information Inventory for functionaries
 2. Information Inventory for Representatives
- III. Focus Group Discussions
 1. Focus Group Discussions with beneficiaries of the programme
- IV. Observations
 1. To collect data on the facilities and programmes of the Continuing Education Centres
- V. Study of Documents
 - 1 Documents from National Literacy Mission
 - 2 Documents from Kerala State Literacy Mission Authority
 - 3 Documents from State Resource Centre
 - 4 Evaluation Report on Continuing Education Programmes of Kerala

17. STATISTICAL TECHNIQUE USED FOR THE STUDY

Statistical measures and techniques were used for the qualitative and quantitative analysis of the obtained data of this study. These measures and techniques include computation of percentages and ranks. Besides, rank correlation co-efficient also used for comparison of views between representatives and functionaries. For diagrammatic and graphical representation of data bar- diagram and pie-diagram were also used. To study

awareness and satisfaction awareness and satisfactory factory index were used. For the analysis of information inventory chi-square test and Z-test were used.

The awareness of representatives was analyzed using awareness index. For calculating awareness index a three point scale with respective points viz. aware, vague aware and not aware was used. The formula used for awareness index calculation was

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$$\text{Awareness index} = (\text{HOF} - \text{LOF}) / (\text{MF} - \text{LOF})$$

Where

HOF = Highest Obtained Frequency

LOF = Lowest Obtained Frequency

MF = Maximum Frequency

On those question answers which got same type of responses from local self government representatives and functionaries, correlation between the frequencies of responses of local self government representative's and Continuing Education Centre functionaries' were measured using Spearman's Rank Order Correlation Co-efficient .

The Spearman rank correlation co-efficient (ρ_s) = r^s

$$r^s = 1 - 6 \sum D^2 / n(n^2 - 1)$$

df = n-2

n- Number of items

In the present study item analysis of statements are done by using Chi-square test. Frequencies of responses of each alternative item of the statements are calculated and were analyzed by using Chi-square test. The formula for Chi-square test is

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

In which

f_o = Observed frequency of occurrences

f_e = expected frequency of occurrences

'Z' Test

'Z' Test² is used when significance of difference between two larger samples is to be computed. The computation of ratio between the experimental variance i.e., the standard error of the mean difference (denoted by σ_{diff}), also involves in the computation of 'Z'-value. The formula for 'Z' test is

$$Z = \frac{M1-M2}{\sigma_{dM}}$$

M1= mean of group I

M2= mean of group II

σ_{dM} = standard error of difference between means

$$\sigma_{dM} = \sqrt{\sigma_{M1}^2 + \sigma_{M2}^2}$$

Where

σ_{M1}^2 = The Standard Error (SE) of mean first sample

σ_{M2}^2 = The SE of the mean of second sample

Mean: - The mean of a distribution is commonly understood as the arithmetic mean. It is computed by dividing the sum of all the scores by the number of scores.

$$\bar{X} = \frac{\sum xi}{n}$$

\bar{X} = Arithmetic Mean

Σ = Symbol for Summation

xi = Value for item x, 1,2,3 n

n = Total number of items

Focus Groups Discussion with beneficiaries and Preraks were meant to have an opportunity for an in-depth discussion of complex issues that may not be addressed by other tools used in the study. It helps the investigator to understand that the needs of preraks, learners and centre from local self governmental representatives and other responsible agencies, their attitudes towards the centre, programmes and representatives. teaching learning process, their preferences and expectations from the Continuing Education Centre etc, which are derived from their experience and attachment with the centre. This helped the investigator to make powerful suggestion regarding, some programmes of the centre development, improve the quality of CEC activities, and enhance beneficiaries' experiences and satisfaction with

Observation Guide

In this study, based on formally planned observation form the observer had tried to achieve the objectives of the study using participant and non participant observation. With the intention of observing Continuing Education Centers in the beginning the observations were merely through the eye or non participant observation.

18. FINDINGS

1. High majority of CEC were located in the villages
2. Though majority of the centres was scanty in distribution because of geographical distance, high majority of centres were accessible to the beneficiaries because care had been taken to establish centres in those areas, which were located in convenient places for tribal, coastal, and SC/ST areas.
3. Majority of the centres were located in panchayat buildings, followed by working on rent, public buildings and housed in buildings which are exclusively built for Continuing Education Centres.
4. Out of 23% respondents who were functionaries of those centres, which have damaged building, and 12% functionaries who were working in un white washed building revealed that 65% or above of the local self government representatives are aware, about the problem. Nevertheless, the revelation of 35% of the functionaries cleared that no action was taken by representatives to rectify the damaged/ poor condition of the building.
5. The norm of NLM regarding the number and size of rooms were available only in those centres which were exclusively made for Continuing Education Centre /Nodal Continuing Education Centre and not available either in centres working under panchayath or public building or in rented building.
6. The available rooms were not too spacious and were found inadequate to conduct core and target specific programmes of the centres. Anyhow, the centres were able to manage well with all the current needs and requirements of the centre, because, generally, along with existing rooms, outside space also used for the programmes of the centres.
7. The conditions of the buildings were found to be good and usable in all season in majority of centres.

8. High majority of centres had good appearance, well maintained, cleanliness and essential decoration.
9. Seating arrangements were found satisfactory in 52% of the centres that used benches / desks. A positive significant chi-square critical values was found between the opinions of functionaries and representatives regarding contribution of representatives for seating arrangements in the centre.
10. It was found that around 30% of the centres will not open in all days and in all working hours of the centre and at no point of time all beneficiaries of the centre will not come together to the centre.
11. High majority of representatives do not involved for the proper working days and hours of the centre.
12. Only 21 % of the centres had electricity connection. Anyhow, 56% of the centres made arrangement for lightening facility. The lightening and ventilation facility of 23 % centers were found very poor. However, almost all the rooms were found airy. Though the rooms were found dark without proper ventilators and windows in some of the centres, they managed to have proper lighting facility during the working hours of the centre since the working hours of the centres is during the day times.
13. Only very few centres were found having toilet facility. The remaining centres did not have toilet facility either in the centre or not available in the premises of the building.
14. It was found that only few centres managed to keep proper drinking water facility in the centre.
15. Wide invariability existed in the availability of furniture between centres. In high majority of centres, the furniture was observed to be insufficient. However, they found to be manageable for different programmes of the centre. but generally inadequate for library and reading room.
16. Regarding representative's contribution in available furniture, equipments and facilities of the CECs, the most opted item was panchayath utilized the money as according to the direction of KSLMA.

17. Only very few centres were found having out door games facility and equipments. Indoor facilities were available only in few centres. High majority of centres were marked as having Carrom Boards and Chess Board. majority of the centres were conducting Balasangam units which organized tuition classes, cultural programmes, other recreational activities like dance, music, poem recitation, drawing, picture writing, quiz programmes, arts and crafts works, 'Reading Day', 'Writing Day', Quiz competitions and Awareness program- for children.
18. Regarding contribution of representative in sports, recreational facilities and equipment of CECs, the most responded item was Panchayath utilized funds as according to the direction of KSLMA and th least responded item was gave special consideration to the participant in the panchayath welfare activities.
19. A strong positive correlation (0.89) exists in between the responses of functionaries and local self government representatives regarding contribution of representative in sports, recreational facilities and equipment of CECs.
20. A roller board was found in all centres, 43.18% of the centres had tailoring machines, and very few centres had embroidery machines. 23.73% of the centres have computers. High majority of centres were found having candle making and soap making equipments. And 2% centers had book binding facility.
21. High majority of the centres had displayed their name in readable and noticeable form in a board
22. 34.09% centres have news reading room either in the verandas or outside the main functioning rooms of the centre.
23. High majority of centers had decorated their walls with complete postal address of the centre, various informative notice boards, village map and profile, indicating the locality of Continuing Education Centre and other required details. There were informative boards/ charts with basic details of the centre, list of books in the library, display of centres activities / services, charts depicting the names of different functionaries. The informative charts/boards of much centre also shown information with attractive caption about list of Village Education Committee members, a colorful and attractive 'Akshara' Tree with comprehensive display of various activities of Continuing Education Programme in the centers were found

in almost all centres. Number of beneficiaries and details of target specific programs were also available in informative charts. The handicrafts of the IGP products were displayed well in many of the centres. Albums with photos of different activities organized by the centre from the initiation of the centre up to till date were maintained and displayed well in all the centers either in photos or in envelops. The walls were also informative with posters and photographs of health, hygiene and nutrition related information. List of applications and forms available in centre under the umbrella of information centre were also observable in some of the centres. Important issues like environment protection, political issues and photos of leaders, socio-cultural and educational problems like literacy, girl's education and population education were also present through pictures in various Continuing Education Centres.

24. Regarding representatives contribution in the display and decoration of the centre. the item which got the first rank was provided/ made arrangement to provide equipment/ experts/ guidance to improve the over all appearance of the building and the least responded item was adopted measures to encourage and recognize the deserved .
25. Each CEC were found to have at least 250 books. 52.27 % of the centres selected had a separate room for library/reading room, with more than 1000 books in the library. Among the total centres very few had no library at all. In few centres. the library of the panchayath/ clubs/ Nehru yuva Kendras etc was attached with CEC. In such centres libraries were working with book lending facilities and among the total available books. In them Only 42.42 % of books of the centres were found suitable to meet the needs of learners of CEP. Few centres were reported as having mobile libraries in which a member can borrow books from their convenient places, at a fixed time of one/ two weeks duration and can use it for a fixed time.
26. The main source of available books in CECs were KSLMA, which had distributed books that were published by NLM, SRC and KSLMA for supplying through ZSS to all centres of the state. Majority of the prerak have added to the library collection through self efforts by collecting books from the community

people, course completed students, and also made effort to buy books of different publishers using the help of Village Education Committee Members and other interested persons of the locality.

27. In general 55% of the available books in the library were relevant for Continuing Education Programme beneficiaries. Of the useful books available, more number of books was from the category of women and children, neo-literate entertainment, general knowledge, interesting and vocational training books. Many of the books were in the form of story, novels, comics, rhymes books and were seemed extremely useful to children. The number of books for CEP beneficiaries particularly to neo-literates was found inadequate for its purpose. Books were available in various subjects accordingly to meet the needs of the different categories of beneficiaries of the centre.
28. All of the selected centers reported that they were subscribing the most popular 2 to 3 newspapers and 2 - 5 locality famous magazines.
29. Only few centres were found having a separate reading room with adequate facilities.
30. In very few centres library were found having good number of books and were classified on subject wise and author wise. In 46.97% of the centres, the books were arranged subject wise and it was on author wise in few centres. However, it was not done properly in the remaining another few centres. The books were hanged well on a separately hung string in 54.55 % of centres. In majority of centres, the update list of books was also pasted on the wall in the library. In remaining few centres, books were displayed on table or in the built in space on the wall.
31. Accession register and issue register were maintained properly in majority of the centres. In few centers the library had new brand books in the show cases; no books were handled / used for general reading. Majority of the centers had facility to issue books through libraries. Among them 37.12 % of the centers had issue facility of books through mobile libraries.

32. A positive correlation (0.39) exists in between the responses of functionaries and local self government representatives regarding contribution of representative in library of CECs which not significant either at .05 levels or .01 levels.
33. Zilla Saksharatha Samithi does monitoring and evaluation of the centre monthly through its monthly monitoring reviews committees at district, block and Panchayath level. Besides few prerak reported that their local self-government representative asks about the activities of the centre. Prerak will do have to answer to them for their questions. Very few Preraks also reported that some of their representatives enquire about the activities of Continuing Education Centre through their beneficiaries and village education committee meetings and through local leaders.
34. A significant chi-square value (74.93) exists in between the opinions of functionaries and representatives regarding contribution of representatives in maintenance and evaluation of centres.
35. Charcha Mandals were held once in a month in all the centres. Wide difference exists among the centres in the number of beneficiaries attended for Charcha Mandels. Generally, the problems such as family issues, women and children welfare, health & hygiene, AIDS and other epidemic and non epidemic disease awareness program, self employment opportunities or requirements, gardening and nurturing of vegetable and medicinal plants, sports and arts etc were discussed.
36. Regarding involvement of representatives in Charcha Mandals the most responded item was that representative arranged to cooperate and coordinate various person, resources and activities of various departments with the centre and the least was arrangement made to provide sufficient training and/ impart knowledge to functionaries about the problems to be discussed.
37. A strong positive correlation exists (0.74) in between the responses of functionaries and local self government representatives regarding involvement of representatives in Charcha Mandels of the centres which is positive and significant at .05 (600) level and in significant at .01 (.783) level.

38. Information window services were functioning in majority of centres. But wide difference exists in the available information of different centres. High majority of the centres reported that information and application forms of all panchayath level forms and schemes are available in the centre. Details of these can be available to those who demand for it. Among this around 52 % centres charges small amount for those services provided by it. Preraks collected various sources of information and forms related to development and social welfare schemes. In order to create awareness and educate people about current problems and issues and to convey the messages and importance of important national-regional- and religious days /festivals centres quite often organizes meetings/ discussions on various related topics using services of various personalities from different fields. Besides photos in albums put for exhibition, 56% of the centres had kept record on those officers and well known personalities who had visited their centers for various purposes from the establishment of the centre up to the day in which the investigator visited to the centre.
39. A strong positive correlation exists (0.81) in between the responses of functionaries and local self government representatives regarding involvement of representatives in information window services of the centres.
40. Representative arranged to cooperate and coordinate various person, resources and activities of various departments with the centre was the most responded item and adopted measures to analyze and solve problems aroused was the least responded item obtained to the question of involvement of representatives in information window services of the centres
41. All centres selected were organized literacy programme from the initiation of the centre up to recent time. Survey and resurvey was the technique adopted by all centres in the state for identifying illiterates. Majority of the centres kept the exact proper and updated number of illiterates identified and trained through the centres. The number of illiterates enrolled in centres varies from 17 to 352.
42. It was found that a strong positive correlation exists (0.86) in between the responses of functionaries and local self government representatives regarding problems of literacy programs and also suggestion to literacy programs (0.85).

Both are significant both at .05 levels and .01 levels. The suggestion emphasized the need to develop new strategies based on experience from the field of the locality to make it useful to the beneficiaries in their life, provide books and study material to all the learners in time with free of cost and teaching material to centres, increasing the duration of the classes and adjusting the timings of the classes, appointing trained teachers with satisfactory remuneration.

43. Centres had organized equivalency classes for standard IV, VII and Xth A Level and O level. High majority of the appeared learners in all centres and in all the four category of equivalency exam passed and got equivalency certificates.
44. A strong positive correlation (0.88) exists in between the responses of functionaries and local self government representatives regarding problems of equivalency programs. A detailed analysis of the respondents' shows that lack of mechanism to clear doubts emerged during the implementation phase was the major problem faced by the centres. The other problems identified by the study were the inconvenience of beneficiaries to pay the cost of self financing courses, lack of encouragement, inability to eradicate the drop out.
45. A positive correlation (0.82) exists in between the responses of functionaries and local self government representatives regarding suggestions for equivalency program. The recommendation for equivalency programmes were the need for reducing examination fee to affordable amount, eradicating the drop out, free supply of upgraded teaching / learning materials, appoint additional teacher if the centre requires, provision of prizes/ incentives/ certificates and priority in local panchayath schemes who have scored high marks in the equivalency examinations, reduce the delay in getting the certificate, and develop a system for easy solutions to clear doubts and solve problems aroused while implementing programmes.
46. The income generating activities of centres and duration of the courses of IGP varied from centre to centre and there were some common programs which were provided by most of the centres. Besides, certain programs were common to centres of certain districts.

47. All most all centres selected for the study had organized at least 3 types of Income Generating Programmes. Significant majority of centres had engaged in small trades, food related trading, tailoring and embroidery, beautician courses, handy crafts, computer related courses, paper bag, files and envelopes making, fashion designing and fabric painting. Other programmes engaged by the centres were more or less evenly distributed.
48. Under Income Generating Programme of the centres various Self Help Groups (SHG) were formed, but their number varies from centre to centre. They were affiliated with corresponding District Literacy Mission and registered with Kutumbasree or Block Panchayath/ District panchayath. Among the total numbers of SHG high majority were women only groups and very few were combined with men and woman and another very few were men's only groups.
49. Centres have shown particular interest to organize QLIP activities like film show, magic show, drama, documentary shows. eye donation campaign and blood donation forums, seminars/ discussion and workshops on socially relevant issues, eradication programmes of various epidemic and non epidemic diseases, awareness campaign on socio-economic-environmental and health issues, tuition classes, total sanitation programmes, folk arts etc.
50. A positive correlation exists in between the responses of functionaries and local self government representatives regarding problems faced by IGP of the centres (0.55) and also suggestions to IGP (0.47).
51. A positive non significant correlation (0.37) exists in between the responses of functionaries and local self government representatives regarding suggestion to QLIP activities and non significant correlation (0.35) exists regarding problems of QLIP.
52. IIPP of the centres aimed to cover all categories of people in the locality and there for formed various groups based on age, sex etc .The study found that these groups were not formed or not functioning in 3% centres. 100% centres have organized seminars, awareness classes and camps, 98.48% engaged in interesting income generating activities like tailoring/ fabric and other painting/ umbrella making/ needlework/ agriculture/ preparation of school bags/ handicrafts/

preparation of snacks/ jams and other food packets. 91.67 % centres have organized Coaching classes and competitions for different handicrafts, sports and athletics, dance/music/drama.

53. A strong positive correlation (0.88) exists in between the responses of functionaries and local self government representatives regarding problems of IIPP and a positive correlation (0.79) exists regarding suggestion given for improving IIPP of the centres.
54. The problems of IGP, QLIP and IIPP programmes were financial problems, inability of the programme to provide self earning employment or lack of opportunities to improve existing employment of the people of the locality, lack of application of modern technology in the teaching learning process, organization of unsuitable programmes to meet day today life of the people of the locality, problems to attend the program of the centre, lack of quality of goods produced by the beneficiaries of the centres, problems of equipments and furniture, long duration of the course and difficulty to afford daily traveling cost, frequent resign of trained preraks, problem of marketing products, inaccessibility of centres in most needed places, lack of various converging agencies to converge activities of various departments, unavailability of interest free loan system to beneficiaries.
55. The suggestions for IGP, QLIP and IIPP programmes were necessity of arranging marketing products produced by beneficiaries, increasing financial benefits from the centre, better training and demonstration classes, more local specific and need based programmes, providing required infrastructural facilities and equipments and strengthen network with other agencies engaged with employment generation and make use of their economic and resource support, organizing more awareness programs campaigns/ work shops/ discussion etc on current local issues of the masses, improve the quality of programmes with better equipments/trained instructors and audio-visual media for improving inner abilities and creativity of the individual, form clubs of dedicated and selfless youth for working for the implementation of CEC activities, find out new resources and prepare materials based on local realities and experience.

56. Some centres have implemented some special programmes considering the special interest of the locality. A few examples from centres or from districts selected for the study are Jyothirgamy- total primary literacy programme of Nilampur Grama Panchayath of Malappuram district, Chedana- total primary education programme of Chelembra gram panchayath of Malappuram, total primary literacy programme Purappuzha Grama Panchayaths- Idukki, brail literacy Programme of Malappuram District, Moksham- Counseling and education for Adolescent Girls, Aksharadeepam Project- a rapid total literacy campaign, Aksharajwala Project, Santhwanam, Souhrudam, information services awareness programme of Idukki district, computer and industrial training institute Idukki, open distance learning programme of DLM Idukki, Gandhiji central school – Shandigramme, the Haritham’ of Vanmala Village of Kollam district and the litigation free village of Thichoor etc.
57. Duration of the classes depends on the kind of activity organized by the centre and activity engaged by the beneficiary. It varied from 1 hour to 1 year. The duration of the class hours varies from 1.30 to 2.30 hours usually held in between 3 and 5 pm in most of the centres. Generally it varied from 1 hour to 1 week. Long duration programmes were relatively less in centres. Beneficiaries preferred short duration courses to long duration courses. There were seasonal variation in the courses offered by centres and enrollment of learners in such courses also varied according to season. 79.24% functionaries reported that centre worked on 2-3 days per week, 47.73% cleared that classes was opened only one day in a week, where as 3.03 % opinioned that class hours varied according to the convenience of both functionaries and learners without having any fixed days.
58. On enquiring about the strategies adopted by functionaries for developing awareness about Literacy, Equivalency, QLIP, IGP, IIPP Programmes of the centres, the investigator came to the conclusion that new strategies derived from field realities helped the centres to develop a self defeating behavior of common man and to develop a positive can to do attitude. Wall posters used for creating awareness about activities of the centre and these posters were pasted in many people gathering places of the locality. The next important strategy adopted by

functionaries for creating awareness among the local public were home visit by functionaries. 71.21 % functionaries supported this. In 8% of centers VEC members, local self-government representatives, and other local leaders imitated the functionaries in their house-to-house visit for inviting illiterates and other beneficiaries to programmes of the centre. Other ways of creating awareness was awareness campaigns, Kala Jathas/ processions, street plays, folk arts, songs and dances etc.

59. Generally CEC classes were conducted by the Preraks and Assistant Preraks, specially appointed teachers, NSS Volunteers, social workers and teachers, experts of various agencies/ organizations and fields. The group discussion with beneficiaries disclosed that besides functionaries of the centre some of the learners were also taught by their family members.
60. The study found that among the literacy learners all were illiterates they have not gone to school for a single day or drop outs from the school before acquiring the literacy skills. In the case of equivalency learners 1.7 % were neo-literates, 48.6 % were pass out / drop out from lower primary school, 44.4% drop out / pass out from higher primary and were drop out/ pass out from upper primary and 4.3 were drop out / pass out from high school. More than 70 % of IGP, QLIP and IIPP beneficiaries a high majority of the beneficiaries were female and educated. Their qualification varies from standard 4th to post graduation. They were mainly from weaker section of society and their main problem was unemployment. Generally they joined in the centre to achieve skills in the programme organized by the centre and achieve self sufficiency.
61. Different departments / organizations such as Health Education, Law and Order, Panchayats, NGOs, Self Help Groups, social services groups of Universities like NCC, NSS etc were organized programs for beneficiaries collaborating with the NCECs / CECs. Different bodies / agencies gave training in various programs of the centres such as Literacy Mission, State Resource Centre, District Institute of Educational Training, Nehru Yuva Kendra, SHG members' district/block/grama panchayaths, NABARD/Developing Societies, Polytechniques trained teachers/ individuals, JSS, Agriculture Departments etc.

62. Through group discussion, opinion of the public, reporting self interest, the Preraks and Assistant Preraks mainly identified the interest of the beneficiaries with the help of outside teachers, resource persons / social workers and public. Individuals with interest in specific skills were identified and selected.
63. Majority of Continuing Education Centres functionaries are from the age group of 25-30 and Continuing Education Centres have attracted more female functionaries than males in all age groups. The responders selected for the study included 49.24 % Preraks, 28.78 % Assistant Prerak, and 15.90 % Nodal Prerak, and 6.60 % Assistant Nodal Preraks. Majority of the respondents have qualification up to intermediate level followed by degree, SSLC and lastly Post Graduation. The functionaries showed wide difference in their level of experience. It was found that highest percentage of responders were in the group of 3-5 years experience. A high majority of the respondents were from villages. The CE Programmes have attracted more functionaries from OBC, followed by SC and ST population than General Category of population.
64. All functionaries selected for the study had received same type of training without considering their position in CECs. Average number of training duration was 20 or 18 days and the duration of the training Programme in a day was from 8 am to 5pm. When high majority expressed that they were satisfactory with the training programme, a few of them graded it as highly satisfactory. But there were also very few respondents who marked their dissatisfaction with the training programme. Regarding training received by the functionaries Nodal Prerak's satisfactory index is higher than all other functionaries. It was respectively followed by Prerak, Assistant Prerak and Assistant Nodal Preraks selected for the study. The content of the training programmes included following 14 items covering all most all aspect of Continuing Education Programme.
- CEP general introduction concepts, important, objectives etc.
 - Core programmes like maintenance of libraries, reading room
 - Concepts of target specific programmes, their importance and objectives
 - Role and responsibilities of Prerak/ Nodal Prerak
 - Information window concepts, its importance and aims.

- Population education programme
 - Need and ways of networking with various developmental departments
 - Motivating neo-literates to make use of the centre
 - Organization of seminars, workshops, awareness classes, discussions etc
 - Raising the corpus fund from the public
 - Organizing Self Help Groups
 - Motivating local leaders
 - Maintenance of records and preparation of records and registers.
 - Organization of cultural programmes
65. The study found that only 35.45% percentage representatives were well aware that CECs are functioning in their area and only 33.12% were well aware about the location of the centre and total number of centers existing in the area.
66. Awareness index of equivalency program (0.97) is the highest. It was followed by literacy program, income generating program, quality of life improvement programs, developmental activity of the locality, individual interest promotion program and lastly innovative programs
67. Regarding the activities done for awareness creation among representatives the most responded item was inviting to the centre to take leadership roles in centre's activity. It was respectively followed by personal meetings between preraks and representatives, empowering the members to play his position in ward Saksharatha Samithi, the local self government departmental works done by CEC functionaries, undertaking the projects of local self governmental institutions by functionaries, special programmes/ classes organized by KSLMA / SRC / DLM etc, through the guidelines provided by functionaries about representatives roles in Continuing Education Centres. Training programme organized for local self-government representatives by their training institutes was the least awareness creation activity for the representatives about Continuing Education Centre.
68. The Spearman's correlation coefficient (0.75) between the responses of representatives and functionaries regarding the activities taken to create

awareness among functionaries were found significant both at 0.05 levels and 0.01 levels.

All functionaries and high majority of representatives had the following view for expected role of local self government in CECs.

69. Provision of accessible location and building with adequate room of appropriate sizes to the centre is the most important role that local self-government representative have to do for Continuing Education Centre. General opinion was that local self-government representative can provide location to Continuing Education Centre, according to its financial capacity, either to buy a suitable location for the centre or can provide its own premises or can arrange with other public or non-rented location. If above are not they can at least form a local self-help group for providing the rent of the location of the Continuing Education Centre.
70. Provision of sufficient quantity of required furniture and equipments, establish and strengthen infrastructure facilities like black board, Chalk, seating arrangements etc of the centre, for the effective functioning of Continuing Education Centre can be done through local self- governing bodies.
71. Provision of sufficient quantity of books, reading writing equipments to the beneficiaries and other learning material like books, slates, pen, pencil. spectacles to selected learners are possible through CECs.
72. Drinking water, toilet and lighting facilities of the centre become easily available to the centre if the local self-government representative makes effort for them through their institution.
73. If representatives are interested, local self-government can be empowered to establish and improve library services of the centre
74. All functionaries and high majority of representatives opinioned that sports, games and other recreational activities, equipments and materials of the centre will be improved to a grater extend, if local self government is really interested in it.
75. Strengthen the information window services of Continuing Education Centre is the result of active co-operation and involvement of local self government in the working of the centre

76. Selection of able functionaries for the centre is one of the results of genuine interest of the representative in the centre.
77. Timely provision of appropriate remuneration to the services of the functionaries. make arrangement to raise economic benefits-honorarium to Preraks / Assistant Preraks and teacher engaged to enhance the quality of the functionaries is possible. if local self-government representative is interested in it
78. Leadership role in all activities of the CEC is one of the important functions that local self government representatives have to play in the Continuing Education Centre.
79. Material and other support for the day today functioning of CECs should have to be provided by local self-government institution for the centre
80. Allocation of funds for the activities and programmers of CECs is one of the important functions of local self-government towards CECs.
81. Ensure that assets/ inputs/ funds and other materials provided to the centre were effectively utilized and implemented by the functionaries is one of the major responsibility of local self government representatives towards Continuing Education Centre .
82. Periodic visit to the centre to analyze and evaluate the functioning of centre as an important responsibility of local self-government representatives upon the centre.
83. Local self-government representative is responsible for monitoring the activities of the centre
84. Inculcation of Continuing Education Centre and its activities in the 'Janakeeyasoothrana programme' of local-self government was a responsibility of local self-government representatives
85. Popularize activity of CEC to bring more beneficiaries to the centre and increase services provided by the centre are one of the important responsibilities of local self-government representatives upon the Continuing Education Centre.
86. Participate in the ward saksararatha samithi meeting to lead the Continuing Education Centre for making it a valuable permanent institution of the locality
87. Formulating and implementing the projects for the locality developments through CECs is a responsibility of Continuing Education Centre

88. Support for developmental programmes of the centre
89. Give suggestion and timely direction for the effective working of the centre and effective implementation of the programme as an important responsibility of local self governmental representatives upon CECs
90. Initiate steps to organize required resources for the CEC activities and Make CEC self reliant and permanent institute of learning of the locality
91. Arrange training programmes to preraks in various CEC activities with the help of collaborating agencies and organize training for introducing and giving training to individuals and neo-literates in various CEC lessons and activities. Form resource panel of experts/ resource groups for training in CEC activities to motivate and increase functionaries confidence
92. Make arrangement to market the products produced by the CEC beneficiaries
93. Make arrangement for providing economic and employment incentives to learners to motivate and increase their confidence and help them to get job, attain self employment, start small scale industries, to form industrial society, form micro units and manufacturing units etc are possible through local self governments.
94. Representatives have to actively involve in various kinds of awareness programmes such as seminars/discussions / workshops etc conducted by CECs.
95. Give emphasis/ publicity/ encouragement to the activities of CEC through Ggrama Panchayath meetings and other programmes
96. Provide recognition and opportunity to exhibit the well performance of the deserving functionaries/beneficiaries for their well performance
97. Help to provide guidance/promote counseling to the needy functionaries/ beneficiary and/ or parents for their active involvement in the activities of the centre.
98. Help functionaries to collect information, identify and to find most suitable beneficiaries of the programme and thus provide opportunity to develop abilities of CEC beneficiaries
99. Help to clear doubts emerged while implementing the programme and to solve problem aroused while implementing the programme

100. Make arrangements to co-ordinate various activities of the panchayath with activities of the centre
101. Initiate steps or help to form balavedi, teenage club, adolescent circle, men's and woman's circle, self help groups, neighborhood family circles, old age circles etc in the locality
102. Make arrangements for provision of places to centres for conducting examination and other courses.
103. A significant chi-square value for the responses of representatives and functionaries shows that they agreed to the view that representatives have contributed for providing appropriate location, making location accessible, providing building, improving the condition of the building, proper maintenance of the centre, bringing news papers and magazines for the CECs, display and decoration of the centre of CEC. A higher arithmetic mean of representatives and significant z value for this statement means that representatives agreed to these statements more strongly than functionaries.
104. A significant chi-square value for the responses of representatives and functionaries shows that they agreed to the view that representatives have contributed for providing ownership of the building, working days and hours of the centre, providing furniture and facilities to the centre, monitoring and evaluating of the centre, organizing sports, recreational facilities and equipment of CEC, library of CECs, available books in CECs, charcha mandals, organizing SHG in the centre, information window of the centre, improving the community involvement in the centre. A non significant Z- value for this statement means that both representatives and functionaries agreed to these statements on the same.
105. Representatives contributed in various aspect of the literacy, equivalency, IGP, QLIP, IIPP, Innovative Programms were in the various forms. They include 'helped to get job, attain self employment, start small scale industries, to form industrial society, form micro units and manufacturing units etc for literates and

other beneficiaries of the centres', 'organized training institutes for introducing and giving training to individuals and neo-literates in various CEC lessons and activities', 'formed resource panel of experts/ resource groups for training in CEC activities', 'promoted tie up with Government and NGOs/ SGSY scheme collaboration/ support of Community Polytechnics and Jan Sikshana Samsthan etc for training programs/courses', 'made arrangement to market the products produced by the CEC beneficiaries', 'contributed training equipments, facilities and learning materials like books, slates, pen, pencil, spectacles to selected learners' 'infrastructure facilities like black board, chalk, seating arrangements etc provided to the centre', 'made arrangement to raise economic benefits-honorarium to Preraks / Assistant Preraks and teacher engaged or began to pay existing honorarium regularly in time', 'make arrangement to take steps to arrange effective training programs to Preraks/Assistant Preraks to motivate and increase their confidence for providing economic and employment incentives to learners', 'actively involved in various kinds of awareness programmes such as seminars/discussions etc', 'gave emphasis/ publicity/ encouragement to the activities of CEC through grama panchayath meetings and other programmes', 'provide recognition and opportunity to exhibit the well performance of the deserving functionaries/beneficiaries for their well performance', 'helped to provide advice on promotion of different programs/ guidance/ counseling to the needy functionaries/ beneficiary and/ or parents', 'helped to solve problem aroused while implementing the programme', 'helped to clear doubts emerged while implementing the programme', 'helped to find out the most suitable beneficiaries of the programme', made arrangements to co-ordinate various activities of the panchayath with activities of the centre ', 'made arrangements to evaluate the CEC activities', 'helped to organize required resources for the CEC activity. Helped to form balavedies, teenage club, adolescent circle. men's and woman's circle, self help groups, neighborhood family circles, old age circles etc. of the centre', 'helped to collect information, identify and provide opportunity to develop abilities of CEC beneficiaries', 'make arrangements for provision of places to centers for conducting examination and other courses'.

106. No insignificant chi-square values between the responses of functionaries were found. The chi-square values were found varying from 20.182 to 290.197. Which denotes that functionaries have given specific trends towards the items included in the inventory, viz., Infrastructural and support function of the centre, Literacy and Equivalency, IGP, QLIP, IIPP and innovative programs.
107. The Chi-square values for representatives were found significant both at .05 levels and at .01 levels for each statement of the inventory in all the six parts, which denotes that representatives have shown specific trends towards their views to the provided contribution for the centres.
108. The study found that only 19 statements, ie statements, 2, 9,10, 13, 14, 18, 22, 27, 28, 29, 30, 31, 32, 36, 38, 39, 41, 85 and 88 were found to be significant at .05 levels in infrastructure and support functions of the centre, literacy and equivalency, and innovative programmes functionaries and representatives have insignificant Z values at .05 levels. It means that representatives and functionaries differ in their views about these statements only.
109. In statements related to IGP, QLIP, and IIPP all 'Z' values were found significant indicating that functionaries and representatives have same view in all these statements.
110. With insignificant 'Z' value and higher mean values of representatives, they more strongly agree the statements related with contribution provided for awareness creation activities of the centre, providing appropriate location for the centre, in providing appropriate building to the centre, and for making the centre accessible to the needy.
111. With insignificant 'Z' value and higher mean values of functionaries, they more strongly agree to the statements related with contribution of representatives in provision of appropriate rooms with adequate size to the centre, in keeping appropriate condition of the building of the centre, proper maintaining of the centre, display and decoration of the centre of CEC, news papers and magazines available to CECs, and display and issue of books of books in CECs.

19. CONCLUSIONS

The analysis of the interview schedule with local self-government representatives and functionaries, detailed discussion with beneficiaries and observation of the centres came to the investigator to reach into the following conclusions.

1. Continuing Education Centres functionaries are from different age groups and majority of centres have attracted more female functionaries than males in all age groups. Majority of them have qualification upto intermediate level followed by degree, SSLC and lastly Post Graduation. The functionaries showed wide difference in their level of experience. A high majority of the respondents were from villages. More functionaries were from OBC, followed by SC and ST population than General category of population.
2. All functionaries selected for the study had received same type of training without considering their position in CECs. Average number of training duration was 20 or 18 days and the duration of the training Programme in a day was from 8 am to 5pm. When high majority expressed that they were satisfactory with the training programme, a few of them graded it as highly satisfactory. But there were also very few respondents who marked their dissatisfaction with the training programme. The content of the training programmes covered all most all aspect of CEP.
3. Majority of the Local Self Governmental Representative selected for the study were males. They belong to varying age group and majority of them were from the age group of 40-50. Majority of the representatives have qualification up to intermediate level, followed by SSLC, Degree and lastly Post Graduation. They vary in their years of experience in local self institution. Majority of them had experience up to 15 to 20. High majority of respondents have no experiences in literacy related activities, but very few of them had experiences in literacy related activities. Besides, 3.79% of representatives selected for the study were former preraks. Literacy related experiences of representatives have a direct and positive influence on the involvement of representatives in the activities of CECs. More representatives were from general category followed by OBC, SC and ST population. No measures have been adopted to educate the representatives about CEC and its activities either from the training institutes made for representatives or from the institutes made for continuing education programmes

4. Regarding awareness of representatives towards CEC programmes the most known programme by representatives was equivalency programme .It was followed by literacy Programme, Income Generating Programme, Quality of Life Improvement Programmes, Individual Interest Promotion Programme, developmental activity of the locality and innovative Programmes of the centre. Since local self-government representatives have to play important roles in the Continuing Education Centres, they should have thorough knowledge and awareness about the centre, and their roles and responsibilities towards the centre. Therefore, different ways and methods to create awareness among representatives should be adopted and popularized at country, state, district and panchayath ward levels. Chairman position in ward Saksharatha Samithi, invitation of representatives to the centre to take leadership roles, personal meetings between preraks and representatives, the projects of local self government undertaken by Preraks, the departmental works done by functionaries, programmes/ Classes were organized by KSLMA / SRC / DLM etc.. guidelines provided to representatives by functionaries, Training programme organized for representatives etc were the activities that caused to create awareness about CECs to representatives.
5. Local self-government representatives have a wide variety of roles to perform in the Continuing Education Centres. These include provision of most suitable location and building with sufficient number and size of rooms, furniture and equipments, teaching-learning aids /equipments and materials, facilities and services like information window and library, sports/ games and other recreational activity, material/ financial and other support for the day today functioning/ activities and programmers of Continuing Education Centres. Other important roles that local self government have to perform in the centre through its representatives includes: selection of qualitative instructors giving sufficient opportunity for maintaining and up-grading their quality of services, leadership role in all core and target specific activities of the centre, periodic visit to the centre to check / monitor and evaluate the activities, programmes, functioning and effectiveness of utilization of funds allotted to the centre, inculcation of continuing education centre and its activities in the 'people planning programme' of panchayath, popularize activity of continuing

education centre to bring more beneficiaries, participate in the ward sakshartha samithi meeting to lead the continuing education centre, formulate and implement the projects for the locality developments through continuing education centres, support for developmental programmes of the centre, give suggestions and timely directions for the effective working and efficient implementation of the programmes, help beneficiaries to get job/ attain self employment/ start small scale industries/ to form industrial society / form micro units and manufacturing units for beneficiaries of the centres, organize more programmes in various CEC lessons and formation of resource panel for tying up various agencies with CECs. make arrangement to market the products produced by the CEC beneficiaries, help to find out the most suitable beneficiaries and provide materials/ economic and employment incentives to selected learners, made arrangement to raise economic benefits /honorarium of functionaries, provide recognition and opportunity to exhibit the well performance of the deserving functionaries/beneficiaries, help to provide advice on organization of different programs/ guidance/ counseling to the needy functionaries/ beneficiary and parents, help to solve problem and clear doubts aroused while implementing the programme, make arrangements to co-ordinate various activities of the panchayath with activities of the centre, help to organize required resources for the CEC activities, help to form self help groups. neighborhood family circles, arrangements for provision of conducting examination and other activities of CECs'.

6. This study also concluded that majority of representatives have performed their roles in the centre. But there is wide difference in the contribution of representatives in various aspects of the centres. The significant chi-square value of the views of the responses of representatives and functionaries showed a specific trend of views about the contribution of representatives to CECs. A non significant Z- value except for a few statements means that both representatives and functionaries agreed to the statements of the inventory about contribution provided by representatives in CECs.
7. All most all centres selected by the investigator for study were organized literacy programme. Centres had organized equivalency classes for standard IV, VII and Xth

A Level and O level. All centres selected for the study had organized at least 3 types of Income Generating Programmes. Under Income Generating Programme of the centres various Self Help Groups were formed, but their number varies from centre to centre. Centres have shown particular interest to organize QLIP activities. IIPP of the centres aimed to cover all categories of people in the locality and there for formed various groups based on age, sex etc. Some centres have implemented some special programmes considering the special interest of the locality. Among the programmes of the centre 89.09% functionaries expressed their gratitude and satisfaction to the co-operation and support received from representatives at various stages of implementing equivalency programme. It was the most responded item among the programmes. It was followed by IGP, the third, fourth and fifth responded programmes respectively were QLIP, IIPP and literacy programme.

8. The problems of IGP, QLIP and IIPP programmes were financial problems, inability of the programme to provide self earning employment or lack of opportunities to improve existing employment of the people of the locality, lack of application of modern technology in the teaching learning process, organization of unsuitable programmes to meet day today life of the people of the locality , problems to attend the program of the centre, lack of quality of goods produced by the centre, problems of equipments and furniture , long duration of the course and difficulty to afford daily traveling cost, frequent resign of trained preraks, problem of marketing products, inaccessibility of centres in most needed places, lack of various converging agencies to converge activities of various departments, unavailability of interest free loan system to beneficiaries.
9. The suggestions for IGP, QLIP and IIPP programmes were necessity of arranging marketing products produced by beneficiaries, increasing financial benefits from the centre, better training and demonstration classes, more local specific and need based programmes, providing required infrastructural facilities and equipments and strengthen network with other agencies engaged with employment generation and make use of their economic and resource support, organizing more awareness programs campaigns/ work shops/ discussion etc on current local issues of the masses, improve the quality of programmes with better equipments/trained

instructors and audio-visual media for improving inner abilities and creativity of the individual, form clubs of dedicated and selfless youth for working for the implementation of CEC activities, find out new resources and prepare materials based on local realities and experience

10. CEC activities and the duration of the courses varied from centre to centre and there were some common programmes which were provided by most of the centres and certain programmes were common to centres of certain districts. There were different agencies for organizing, training and to provide infrastructural facilities/equipments/materials in different areas and skills to CEC programmes with light fees or free of cost. Individuals having interest and specific skills were identified and invited into the centre. Generally CEC classes were conducted by the Preraks and Assistant Preraks, specially appointed teachers, NSS Volunteers, social workers and teachers, experts of various agencies and their family members. Wall posters used for creating awareness about activities of the centre, home visit by functionaries, with VEC members, local self-government representatives, and other local leaders ,awareness campaigns, Kala Jathas/ processions, street plays, folk arts, songs and dances etc were the strategies adopted for awareness creation.

Thus this study emphasizes that the successfulness of the Continuing Education Programme depends on the joint efforts and dedicated services of central/ state and local governments, the policy makers/ administrators of adult continuing education related agencies at central/state and local level, adult continuing education related personalities and functionaries at field level, universities, local leaders, community members. educational and religious institutions etc.

20. IMPLICATIONS OF THE STUDY

1. Continuing Education Centres in kerala organizes various adult education programs focusing on the all round development of the adult learner and proper physical infrastructural facilities and support function of the centre can increase the quality of the programs organized by the centre.
2. The effectiveness and efficiency of Continuing Education Programmes can be improved by introducing locally specific programs emerged from field realities of

the locality. The material preparatory and activity planners of Continuing Education Programmes may concentrate on this aspect.

3. Through proper implementation of CEPs many defects of existing local self institutions can be removed and many socio-economic objectives of our nation can be achieved.
4. Awareness of the local self governmental representatives about their roles in the Continuing Education Centres can increase their involvement and contribution to the centre to the maximum extend. So, adult continuing educators and program implementers can take steps to include Continuing Education Program as an important part of the training program or awareness creation activities for representatives.
5. Various activities have organized by centres to create awareness among local self governmental representatives about Continuing Education Programmes and centres. These activities may be extended to those centres where representatives' involvement is lesser.
6. The rich and personalized interaction between the beneficiaries and preraks, resource persons, specially trained instructors or personalities can motivate adult learners and can improve over all living conditions of masses of the locality.
7. CECs had open avenues for a deep rooted culture and laid strong foundation for Continuing Education Program in the state providing opportunity for the socio-economically down trodden and weaker section of the locality. Adult educators may make attempt to make them permanent learning centres of the locality.
8. The significant advancement in the CEC and CEP may create a wide spectrum of new employment opportunities to the needy, particularly to women and weaker sections.
9. Continuing education centres may improve the demand for quality oriented educational system for the coming generations.
10. Various CEP related activities provide an insight to the preraks, resource persons and adult educators to guide adult learners in appropriate direction.
11. All preraks may be advised to involve representatives in all activities of the centre. This should be important part of their training programs.

12. Assuring maximum involvement of representatives in CECs and their joint efforts with functionaries, all possible illiterates, semi literates or drop outs, unemployed youth may bring into the centre. Income generating activities, quality of life improvement activities and individual interest promotion activities of the masses of the locality may be promoted. Through this the dream of our nation that is the creation of a fully literate India may be gradually achieved.
13. The findings of the study is applicable to improve the conditions of CECs with the maximum involvement of local self government suitable location and accessibility, well established buildings and surroundings, better infrastructural facilities and physical support functions of the centre, effective implementation of the programs, timely provision of appropriate remuneration to the services of the functionaries, etc are the result of better involvement and contribution of local self governmental representatives in Continuing Education Centres. So maximum effort may be made to make these institutions as part of the local self government.

21. STRENGTH OF THE PROGRAMMES

The Continuing Education Programme in the state has entered in to stage of becoming a part of the permanent institute of learning of the rural people. The main strengths of the existing system as observed by the investigator are given below.

1. CECs had open avenues for a deep rooted culture for establishment of permanent learning centres of the locality. They laid strong foundation for Continuing Education Program in the state providing opportunity to women and weaker sections.
2. Location/ accessibility, furniture, books and reading material, seating arrangements, sports and recreational facilities, quality of books and quality of services rendered in running library were found good and satisfactory in the case of many centres. Many centres were transformed as permanent institute of learning with well established own buildings, furniture and equipments. Some of the DLM had achieved considerable sustainability to continue CEP, even after its project period. In case of many centres, they had attained a considerable level of sustainability, the funds mobilized and spent by DLM was more than the funds from NLM.

3. CEP caused to create employment opportunity in the locality. Unemployed adults got opportunity to get support from industrial Centres, self employment units, small-scale industries, industrial societies, agriculture and other plantation units etc. Through this type of efforts some of the villages though very small in number, were transformed into the category of self sufficient villages. Many CECs prepared resource persons panel for vocational trainings under Z.S.S and interested persons got qualification in various vocational courses with free or reduced cost. Co-operation and convergence with various government and non-government departments, co-ordination of various NGOs, employment generating schemes and agency, clubs etc became silent features of many centres.
4. Various CECs organized medical camps, health and social awareness classes to educate locality members about those things which are necessary for their day to day life.
5. Many services like telephone bill payment, electricity charge payment, buying of railway and air tickets were started in many centres. Besides, centres also formed blood donation banks, eye banks etc. All most all centres worked as Study Centres, Information Centres, Janasevana Kendra, Marketing Centres, Tuition / Training/ Career Advance Centres, Educational Guidance Centres, Computer Training Institutes. Majority of the centres served the locality by working as good information windows services, organizing Charcha mandals, and SHGs with predominately women members.
6. The number of illiterate was reduced from 6412057 in 1991 to 6355686 in 2001 census
7. People from far and distant villages got opportunity to use library and reading room with adequate facilities, mobile libraries equipped with lending facilities, and got opportunity to select and read books, newspaper and magazines. In well established centres selection and purchase of them was systematically done through a Committee.
8. All most all centres of each district had organized core and target specific programs – Equivalency Programmes, Income Generating Programmes, Quality

of Life Improvement Programmes, Individual Interest Promotion Programmes and literacy classes.

9. VEC as a body was constituted by each centre and played a vital role in the functioning of the centres. They involved in the selection of preraks, purchase of books, equipment and furniture, mobilization of beneficiaries and fund, supervision and guidance for effective functioning of the CECs.
10. Majority of the representatives, functionaries and representatives were aware of the significance of CEP and the role of three tier panchayath and community in implementation of CEP. A vast network from top level to bottom and from bottom level to top level exists to give a permanent shape to these institutions in the state. All districts had been working for CEP with the potential of three - tier panchayath system- District Panchyath/ Corporation/ Municipal / Block / Grama Panchayat Saksharatha Samithies under the guidelines of KSLMA. The administration of CEP in the state was commendable with good academic support and proper co-ordination at District Block, Taluk and NCEC / CEC levels. Monthly Monitoring Review Committee (MMRC) at District, Block and Grama Panchayat level was carried out periodically by the block and district level functionaries of CEP. The selection of Preraks / Assistant Preraks was systematic through a Committee specially meant for this.
11. A large group of active, dedicated and selfless preraks exists in the state to participate and carry on the programs. Keen interest and active participation expressed by preraks to shoulder any responsibility during the programs. Preraks and Assistant Preraks were predominantly females, were better qualified, trained, experienced, and aged between 20 to 40 years.
12. Total control of literacy promotion programs by the local government institutions brought more initiative and decentralization in program implementation. The local self-government institutions have given definite roles for the implementation of CECs and CECs have become important agent of the developmental activities in the area. CEC activities are included in all the "*Jankeeyasoothrana Progamme*" and the activities of CECs were found integrated as an essential part of the *Jankeeyasoothrana Progamme*. CEC received strong support for library

facilities, reading room facilities, information centres, training centers, development centers, cultural centers, sports centres, “balavibhagam” and target specific programme in particular equivalency programme from local self-government. Representatives usually participated in the “ward samrakshana samathi” and majority of the functionaries were happy with the approach and cooperation from the elected representatives. A good majority of the respondents receive financial support, material support, and received timely directions and suggestions from the representatives for the CEC activities. Increased involvement and participation of representatives were found in various capacities in planning, implementation, monitoring and evaluating the programme. Representatives used to review the CEC activities. In most of the cases this is done by the ward counselor. Adequate initiatives are there from the part of elected representatives to popularize the CEC activities, providing leadership, conducting awareness classes, initiating steps to bring neo – literates to the centers, utilizing CEC facilities for general programme, and integrating with other government agencies.

22. LIMITATIONS OF THE PROGRAMMES

Since CEP being a recently introduced project, a vast majority of CECs are in the embryonic and emerging stage. The implementation of the programmes, there for, not free from defects. Some weak aspect of the existing condition of the programme is noted below.

1. Attitude of changing governments and government policies should compel the Continuing Education Programme related administrators and functionaries of the state to change the direction and policies of already initiated programmes without achieving its objectives.
2. One of the main difficulties encountered by Continuing Education Programme project was inadequate fund. This create innumerable other problems such as lack of committed functionaries, insufficient infrastructural facility of the centre and quality of the services provided by the centre, lack of assistant preraks, lack of financial support to start their own business, lack of marketing for the products produced by beneficiaries and SHGs of the centre, in conducting vocation-

oriented courses, organizing production units and providing honorarium to functionaries etc.

3. Honorarium of Preraks & Assistant Preraks is not only inadequate but also it is too low to meet their day today expenses. Besides, they were not paid in time. This subsequently lead to many other problems like commitment of functionaries, their motivation, frequent vacancies in the post of preraks and assistant preraks etc which affected proper maintenance of the Centre.
4. A high majority of the centres lack of basic facilities like water, electricity and toilets, infrastructure like furniture, equipment and adequate number of books.
5. Number of centres sanctioned and established was insufficient to meet the requirements of the people and to achieve the target of the CEP.
6. Lack of interest among representatives and beneficiaries to visit the centre and to take part in activities of the centre. They do not need / not interested in those program.
7. Absence of vocation-oriented courses, income generating schemes for the neo-literates and functionaries and inadequacy of training given to beneficiaries for organizing production units.
8. The state has no directorate of adult education to coordinate and supervise the activities of non-formal education which is presently done by General Education Department of Government of Kerala State. This has created problems in particular at field level.
9. The tendency of frequent transfer of senior-level officers involved, can affect the functioning of the programme adversely.
10. Lack of strong political will of the frequently changing state government to achieve the objectives of the programme. There is a tendency to place interests of the political party or its cadre above the interests of the general public.
11. There is involvement of vested interest, favoritism in selecting functionaries and influence of party based politics in the functioning of the centre, implementation of the programme and sidelining of active functionaries.
12. Absence of planning of the programmes with the active involvement of the people's committees exists in the case of many centres.

13. There were representatives and common masses that were not aware of the significance of CEP and the role of three tier panchayath and community in implementation of CEP.
14. Insufficient involvement and participation of representatives in various capacities of participation in planning, implementation, monitoring and evaluating the programme
15. No proper mechanism exists to recognize the good work done by functionaries, representatives and beneficiaries.
16. Non-inclusion of responsibilities of CECs in the functions of representatives, lack of people mobilizing activities and their participation/ co-operation and support to the centres, inadequate civic consciousness of representatives/ functionaries /and masses of the locality, unsuitable socio-economic- geographical- and historical factors of the locality, unsatisfactory human relationships between CEC functionaries and representatives, inadequate motivating capacity/ organizing ability and ineffective performance of the functionaries of CEC, insufficient training programme to representatives and functionaries regarding CECs, non-provision of proper guidelines, no unity between functionaries of CECs, lack of social service mentality/ commitment to work of the representative and preraks, administrative inefficiency of the centre etc caused negative involvement of the representatives and functionaries in the centre.
17. Many local self-government institutions, though small in number, have not involved CECs in implementing its role to become important agent of the developmental activities and “Jankeeyasoothrana programme”.
18. Inadequate initiatives were noticed from the part of elected representatives to popularize the CEC activities, providing leadership, conducting awareness classes, initiating steps to bring neo – literates to the centers, utilize CEC facilities for general programme, and integrating with other government agencies with CECs.
19. There were representatives who do not participate in the “ward samrakshana samathi” and not interested in helping preraks in the programme in various capacities.

20. Various existing factors were identified that prevent the involvement of representatives in Continuing Education Programme and its activities. These factors include lack of knowledge and awareness about the importance, functioning, role, financial allocation, utilization of funds and fund allocation pattern of local self-government representatives, lack of representative's interest in the performance of the centre and its activities, lack of provision of proper and timely communication, lack of advertisement about CEP and CECs, negative attitude of functionaries and representatives towards the programmes and centre, non utility of learning provided by CECs, non – cooperation from above authorities and officials, long distance, improper place and related difficulty to visit the location and centre, lack of interest, appreciation and encouragement by Govt. and other such type of agencies, functionaries in efficiency and inability in planning and creating environment building activity, lack of adequate orientation to elected representatives.
21. Lack of administrative support, conflict, and non-cooperation among preraks, assistant preraks, and co-coordinators resulted into tardy implementation, non-implementation, or stagnation of the project.
22. Although variety of books (general, vocational and joyful reading) was available in the centres, the number was found inadequate for neo-literates.
23. Only a few centres had facility for outdoor games.
24. Scanty of centres, long distance from residence and inability to adjust with timings of the centre etc caused non accessibility of the centre to some of the most deserving beneficiaries.
25. No proper mechanism for monitoring and evaluating the performance of the CECs at local self- government level.
26. Inadequate training of different core and target specific programs and non-organizing it at periodic interval according to the changes and development in the society in general and CEP in particular.
27. Lack of conceptual clarity, problem analyzing and solving from the part of representatives, functionaries and state/ district level organizers due to inadequate experience.

28. Inability to establish proper functional linkages with local schools, cooperatives, NGOs, groups of different types, clubs, associations, self help groups and other community based organizations.

23. SUGGESTIONS

The study have some suggestions to the Central/ State Governments, local self-government representatives and institutions, academicians and administrators of NLM /KSLMA/ DLM/ BLM and SRCs, DIET, Kerala Institute of Local Administration (KILA), State Institute of Rural Development (SIRD), Non Governmental Organizations (NGO), CECs, and Universities and further researchers.



**AN EVALUATIVE STUDY OF CONTINUING
EDUCATION PROGRAMME IN KERALA STATE
WITH FOCUS ON THE ROLE PLAYED BY
LOCAL-SELF-GOVERNMENT**

THESIS

SUBMITTED FOR THE AWARD OF THE DEGREE OF

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By

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*Your auspicious pleasure to rejoice me
Freed me to choose priority in my desires
Your sweaty toiling and tackle struggles
Poured me the fountain to fulfill my wishes
Your suppressed feelings and unfilled wishes
Disguised in me as my intrinsic motivation
My intense desire to repay you the meed
Acted in me as my inspiration and
Gave me the aspiration to look ahead*

To my Husband, Mother and Father

Dr. (Mrs) Nasreen
Reader



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Certificate

This is to certify that **Ms. Jameela. T** has carried out her research entitled
*“An Evaluative Study of Continuing Education Programme in Kerala State with Focus on the Role he Role
Played by Local Self- Government”* under my supervision and guidance.

To the best of my knowledge, this work is her original contribution, is an
outcome of her sincere efforts. It has not been submitted in any other University
or Institution for the award of any degree or diploma. I recommend that **Ms.**
Jameela. T, be allowed to submit the thesis for the award of the degree of
Doctor of Philosophy in Education.

Nasreen
Dr. (Mrs) Nasreen
Supervisor

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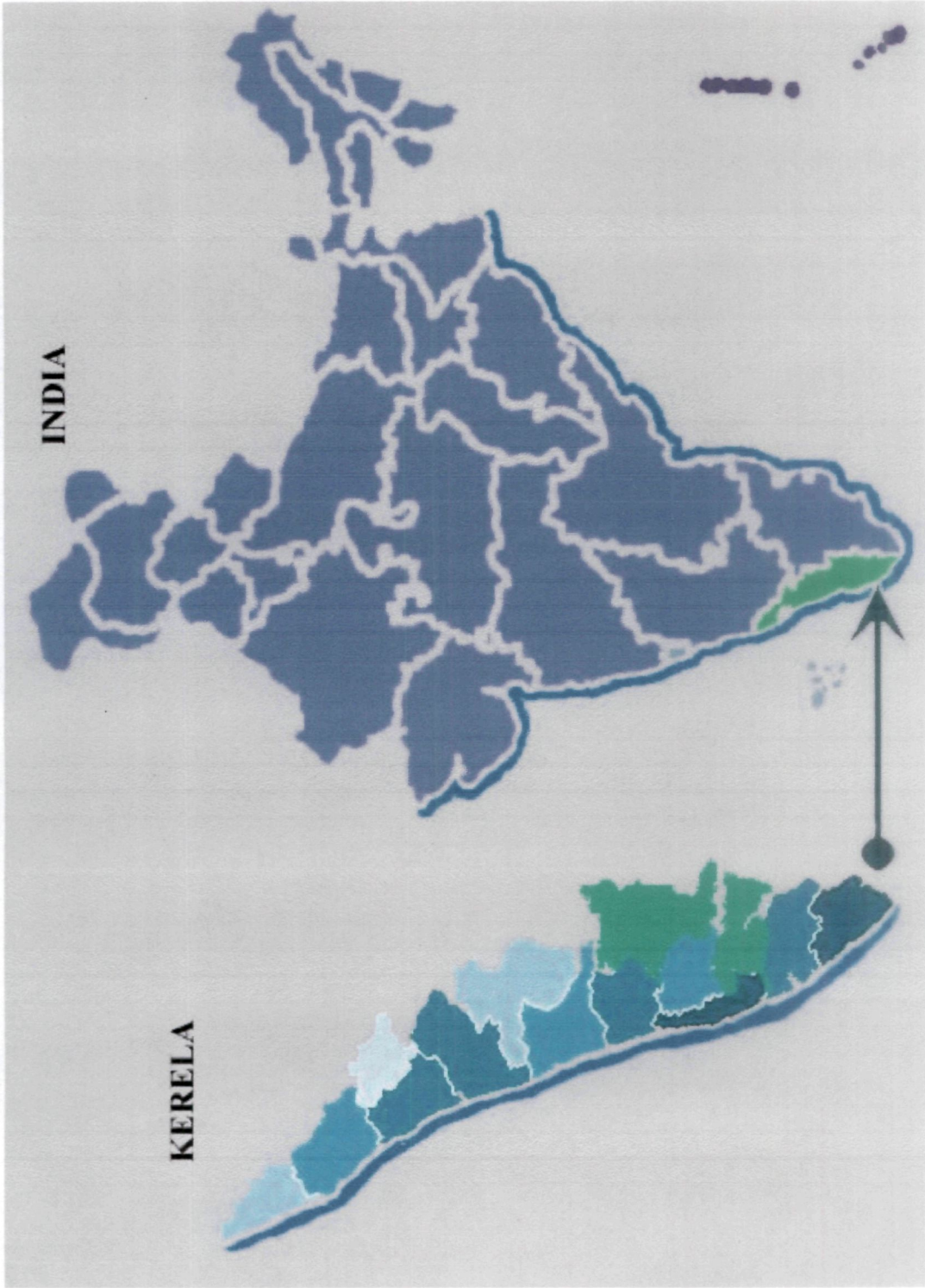
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List of Abbreviation

ABE	- Adult basic education
ABLE	- Adult basic learning and education
ACL	- Adult and Community Learning
APO	- Assistant project officer
ASE	- Adult secondary education
AVARD	- Association of Voluntary Agencies for Rural Development
BLM	- Block Literacy Missions
BPLM	- Block Panchayath Literacy Missions
BPSS	- Block Panchayat Saksharatha Samthy
CACEE	- Centre for Adult Continuing Education and Extension
CAEE	- Centre for Adult Education and Extension
CEC	- Continuing Education Centre
CEP	- Continuing Education Programme
DAE	- Directorate of Adult Education -
DAEO	- District Adult Education Officer -
DIET	- District Institute of Educational Training
DLM	- District Literacy Missions
DPLM	- District Panchayath Literacy Missions
DRU	- District Resource Unit
EQ	- Equivalency Programme
ESL	- English as a Second Language –
ESOL	- English as a Second Optional Language
FLAW	- Functional Literacy for Adult Women
FTFLP	- Farmers Training and Functional Literacy Project
GED	- General education development
GOI,	- Government of India
GPLM	- Grama Panchayath Literacy Missions
GPSS	- Grama Panchayat Saksharatha Samithy
GPWSS	- Grama Panchayat Ward Saksharatha Samithi
IAEA	- International Adult Education Association
IALS	- International Adult Literacy Survey
IGP	- Income Generating Programme
IIPP	- Individual Interest Promotion Programme
IP	- Innovative Programme
IPCL	- Improved Pace and Content of Learning
JSN	- Jan Sikshan Nilayam
JSS	- Jan Shiksha Sadans
JVK	- Jana Vidya Kendras
KANFED	- Kerala Association for Non-formal Education and Development
KAP	- Knowledge, Attitudes and Practices
KGS	- Kerala Grandhasala Sangham
KRP	- Key Resource Persons
KSLMA	- Kerala State Literacy Mission Authority
KSLSA	- Kerala State Legal Service Authority

KSS	- Kerala Saksharatha Samithi
KSSP	- Kerala Sastra Sahitya Parishat
KVK	Krishi Vigan Kendra
KVTC	- Kerala Vocational Education Centre
LLEI	- Literacy Learning Environment Inventory
LLT	- Laubach Literacy Trust
LMT	- Letter/Synthetic Method of Teaching
MALSYAFED	- Kerala State Fishermen's Federation under Fisheries department
MIS	- Management Information System
MLOs	- Mandels Literacy Organizers
MMR	- Monthly Monitoring Review
MPFL	- Mass Programme for Functional Literacy
MSS	- Municipal Saksharatha Samithy
mSSR	- Modified Sustained Silent Reading
MT	- Master Trainers
NAEP	- National Adult Education Programme
NALS	- National Adult Literacy Survey
NCEC	- Nodal Continuing Education Centres
NFE	- Non-Formal Education
NGO	- Non Governmental Organization
NLM	- National Literacy Mission
NPE	- New Policy on Education
NSS	- National Service Schemes
NSSO	- National Sample Survey Organization
NYK	- Nehru Yuva Kendra
PELCK	- People's Education and Literacy Campaign, Kottayam
PLC	- Post Literacy Campaign
PLP	- Post Literacy Programme
PPP	- People's Planning Program
PREAL	- Project on Radio Education for Adult Literacy
PRI	- Panchayathi Raj Institute
QLIP	- Quality of Life Improvement Programme
QSSS	- Quilon Social Service Society
RP	- Resource Persons
RVK	- Rajya Vigyan Kendra
SCERT	- State Council for Education Research and Training
SES	- Socio-economic status
SfL	- Skills for Life
SHG	- Self Help Groups
SRC	- State Resource Centre
SVP	- Shramik Vidya Peeth
TLC	- Total Literacy Campaign
TSP	- Target Specific Programmes
UNESCO	- United Nations Educational and Scientific Cultural Organisation
UNFPA	- United Nations FPA
UT	- Union Territory

VEC	- Village Education Committee
VEC	- Gram Shikshana Samity
VT	- Voluntary Trainers
WMT	- Word Method of Teaching
ZSS	- Zilla Saksharatha Samithi



CHAPTER I**ADULT CONTINUING EDUCATION CONCEPTS IN INDIA
WITH SPECIAL REFERENCE TO KERALA:
A THEORETICAL FRAME WORK**

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CHAPTER I

ADULT CONTINUING EDUCATION CONCEPTS IN INDIA WITH SPECIAL REFERENCE TO KERALA: A THEORETICAL FRAME WORK.

1.1. INTRODUCTION

Educational condition determines the destiny of a person. Right to education is basic human rights, fundamental freedoms and it acts as a key to acquire other human rights. A proper basic education allows an individual to develop his own potential to the fullest which is necessary to become effective in a larger process of modernization and growth for fighting against misery, injustice, economic and social inequalities and suffering. It is man's most formidable tool for survival. It gives confidence to meet the challenges of life. Education is also a powerful tool for social awareness, to have new attitudes, values and roles by questioning existing norms. Educated individual are empowered to act as an integral factor for social change and are able to prevent superstitions and tradition boundedness. It is powerful to preserve, transform, and transmit cultural heritage, to cope up with cultural diversity and developing critical reflection skills. To gain gender equality, equality of status and opportunity, and to challenge sex-based domination, prevention of social barriers, and helping in the educational process of new generation etc, are few other social benefits of being educated. Education helps to have better knowledge of health and preventive health measures, to have favorable fertility rate, to acquire higher standard of living and adopt family planning techniques. A positive correlation exists in between literacy levels and economic personal income, national GDP growth rate, and the progress of a nation. Eradication of illiteracy among the masses is a necessity for the successful existence of democratic institutions, to exercise their independent judgment which is outcome of the information, awareness, knowledge and exchanging of ideas possessed by the citizens. Education is an indispensable part, in this global era of science and technology, mass communication, information media and knowledge economies.

Eradication of ignorance and liquidation of illiteracy is a precondition to achieve the above-mentioned requirements of humanity. Sound social awareness and social education is a prerequisite for the effective use of literacy itself. Thus literacy is the head

stone, gateway and potent means of written or the printed world. The World Declaration of Education for All 1990 reflected that the new challenges of literacy are to meet the basic learning need of every child, youth, and adult. These needs comprise essential tools such as literacy, oral expression, numeracy, and problem solving as well as basic learning content such as knowledge, skills, values, and attitudes. These are required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to derive joy from their work and expertise, to dignify social behavior, to participate fully in developmental process, to improve the quality of their live, to make informed decision, and to continue learning.

Based on the process and way of imparting knowledge, educational system are broadly categorized into three, i.e., formal, non-formal, and informal. Formal education is that education where the learner goes to an institution, specifically meant for educational purpose and study a prescribed and well-defined curriculum within a prescribed time. It is consciously and deliberately planned system for modifying behavior with a particular end in view. This hierarchically structured, chronologically graded, and institutionalized system of education run from elementary school to university. In addition to general academic studies, it also includes a variety of specialized programmes and institutions for full time technical and professional training. To achieve the objectives of the formal education system, a person has to spend a number of years for study in institutions.

Non-formal education is the organized and systematic learning activity carried outside the framework of the formal education system and is a complimentary to the formal education. The term non-formal education may be used in different senses depending on the context and that no-one sense of definition should be made fit in for all purposes. It may be operating independently or as an important feature of some broader activity, that is intended to serve identifiable learning clienteles and learning objectives. It is planned, designed, and deliberate yet flexible and programmed to suit the specific needs of the learner. It facilitates solution to individual and community problems. It provides a chance to those who have missed the formal system. It need not necessarily linked to the formal school system. It stresses the learning opportunity of all types of masses. Local, political, and socio-economic needs and requirements of the locality can link with this educational system. It provides minimum rather than maximum

requirements and enables the rural and urban poor to array a wide variety of skills either directly associated or not associated to their work. Distance and correspondence education, open universities, adult continuing education, extra mural work are examples of non-formal education system. Informal education, which is usually referred as socialization, is an incidental, unstructured, non-deliberate, unorganized, and unplanned educational activity over which a person has no control. However, all these elements are present in the process. It is an unorganized life long process by which everyone acquires knowledge, skills, and attitudes through experiences, contacts, readings, watching etc. It lacks a corrective and evaluative system. Everybody in society is a learner, family and peer groups are generally teachers, and the culture of the society is the content to learn

1.2. A BRIEF HISTORY OF ADULT CONTINUING EDUCATION IN INDIA

The initiation of Indian adult education system may be traced from the oral tradition prevalent in ancient Indian society. In that oral world knowledge was based on the moral and social obligation obtained from the sacred literature of *Vedas*, *Upanishads*, *Dharma sutras*, *Purana's* and *Sarandakos* were transmitted through discourses and discussions by gurus, rishis, munis and thinkers. Equality between sexes existed in knowledge acquisition. Wandering scholars called *Carakas* who addressed masses were some of the important features of ancient Indian rural life. *Parishad* and *Sammelan* acted as prominent form of imparting education. The craft of reading and writing remained as the sacred monopoly of small circle of elites. During this period a number of temple architecture, sculpture, paintings attached with temples served as an effective channel of adult education. Post Vedic education was characterized by rigid caste system and the dictum of Manu. Masses acquired most of the occupation and needed job training at home through observation and imitation without any formal learning. Manu also clubbed women with Shuddras as “drums incapable of learning” that caused the gradually disappearance of women from the educational field. With the advent of Buddhism, the democratization of education started. Buddhist monks and Viharas were open to all irrespective of caste taboos.

Medieval Indian rulers were interested in spreading knowledge in their territory. Scholars, saints, teachers, artisans etc, were actively involved in the spread of message of peace and harmony through various art forms, music, preaching, and writings. Makthabs

attached to masjids and Madrasas were important educational institutions. Temples became dearer to common people as social centers of meeting places, where village ceremonies and religious and social discourses were organised. Mugal rulers considered education to be encouraged by state and due to the egalitarian philosophy of Islam access to education opened to all. During Akber's reign, though there were no printed books, for the benefit of aristocracy, loud reading and discussion of important hand written books in Court were practiced. Aurangzeb was the first Mugal Emperor who campaigned for the cause of free and compulsory education for the masses. Though royal princess, women and daughters of very rich people received education during the Muslim period, the education of common Muslim women was completely ignored.

The flourishing international trade with Arabia, Greek, and China followed by the advent of Islam and Christianity gave a tremendous boost to the spread of literacy particularly in the coastal region of south India. The growth of literacy became significant when East India Company brought certain structural changes in Indian society, whose main objective was commerce. The charter act of 1698 recognized the role of missionaries in the promotion of education who were the first to learn the vernacular languages and communicate directly with local people. They began to use printing press to translate bible and other religious books into local languages, began to establish primary and adult schools since 1713. They also opened up additional avenues for the education of poor Indians during 18th century when there were few such schools. Apart from this, humanitarian concerns to civilize and educate the colored people of world, motivated a number of British officials, though a large section of British parliamentarians opposed it due to financial and political ground.

In the first quarter of nineteenth century some of the British administrators like Mountstuart Elphinstone, Governor of Bombay (1819-27) had taken personal interest in the promotion of mass education. Mostly it was felt that "to provide for the education of the great body of the people seems to be impossible at least in the present state". Baptist Missionaries, London Missionary Society, and the Church Missionary Society set up various elementary and adult schools in Bengal, Madras, and Bombay presidencies. In 1817, exemplary Indians formed the Calcutta School Book Society and the Bombay Education Society was organized in 1815 by some of the leading residence for improving

education of the poor in Bombay. These efforts were insular and scarce to expand education in British India. The four important channels of adult education existed in India during 1920s were night schools, awareness programmes by various individuals and organizations, libraries and community Development Projects.

With partial transfer of power to Indians by the Government of India act of 1935, Gandiji's Basic Education Scheme became the central agenda of Indian elected representatives. Indian Adult Education Association (IAEA) was created in 1938. it started to publish *Indian Journal of Adult Education (IJAE)* in 1940. During 1938-39, they organized a series of Provincial Mass Literacy Campaigns in different parts of India, which was followed by consistent expansion of adult education. Launching of these programmes was done by different provincial governments but there were active participation of students, teachers and all sections of society. The outbreak of Second World War did not stop providing financial support to Indian adult education campaign by the British rulers. However, with the resignation of congress ministries, their charismatic leadership had gone out and adult education became an official activity of the Education Departments of different provinces.

Thus, it can be concluded that under colonial administration, adult education was not at all treated with a priority of a state, and instead it always had a gesture of charity. There were a considerable degree of awareness of the importance of adult education in pre-independence period, but efforts were modest.

Later, realizing the urgent need to educate Indian adult masses, government of India had introduced and implemented a vast number of prestigious programmes and institutions, which were formed and reshaped from time to time according to the effective lessons and experience of formerly established programmes and institutions. A brief description of the major programmes and institution are given below.

1.3. ADULT CONTINUING EDUCATION PROGRAMMES AND AGENCIES IN INDIA AFTER INDEPENDENCE.

1.3.1. The Era of Social Education

With the objective of reviewing, the role of adult education and reinterpreting its function in a democratic set up, the annual conference of Indian adult Education Association (IAEA) was held in Rewa in December 1947. During this time, Central

Advisory board on Education (CABE) had formed a sub committee on 15 January 1948 to work out a detailed scheme of adult education and literacy. This committee coined the term 'social education' that emphasized the need for social aspect. It targeted to create 50 percent literacy among 12-45 age groups of India, within a period of five years.

1.3.2. Gram Shikshen Mohim (Village Literacy Movement)

In 1959, a successful cost effective campaign called Gram Shikshen Mohim. for village literacy movement, was launched in rural areas of Satara District of Maharashtra and from there it quickly spread to the entire state by 1963. Through this programme 10 lack adults in the age of 14 years and above were made literate and the literacy rate increased from 34.2 percent to 44.9 percent in 1971.

1.3.3. Farmers Training and Functional Literacy Project (FTFLP)

Social education was shifted to '*functional literacy*' a term emerged during 1960's to integrate literacy with the occupation, social and economic progress of the learner. In 1967-68, UNESCO initially launched the Experimental World Literacy Programme in three selected districts in which the functional literacy approach was translated into Farmers Training and Functional Literacy Project (FTFLP). It was aimed to improve the efficiency of farmers in the Special High Yielding Varieties Programme (HYVP) of the green revolution strategy. Farmers training, functional literacy and farm broad casting were the three components of FTFLP. By the end of 1977-78 FTFLP was in operation with 147 districts, covering about 0.88 million learners and the FTFLP was renamed as Rural Functional Literacy Programmes (RFLP).

The National Board of adult education (1969), Directate of adult education, (1971), and the emergence of various adult education programmes were established during the functional literacy phase. During the fifth and sixth plans, efforts were also made to integrate adult education with a number of developmental programmes.

1.3.4 Non-Formal Education (NFE)

This programme was launched in the beginning of Fifth Five Year Plan focusing illiterates in the age group of 15-25.

1.3.5. Functional Literacy for Adult Women (FLAW)

Functional Literacy for Adult Women (FLAW) started in 1975-76 in those areas were experimental Integrated Child Development Scheme (ICDS) was implemented. The

scheme included a component, which enabled illiterate adult women to acquire functional skills along with literacy, to gain better awareness of health, hygiene, and childcare practices. In the process, it also facilitated to bring attitudinal changes.

1.3.6. The Phase of Developmental Literacy

This phase considered literacy not only for acquiring the skills of 3R's but also to be a contribution to the process of human liberation and full development, for bringing a process of critical reflection that leads to action and change through dialogue and discussion.

1.3.7. National Adult Education Programme (NAEP)

On October 2, 1978, the NAEP was launched. Its objective was to provide adult education to ten crore adults in the age group of 15-35, within five years. It defined adult literacy as literacy, functionality, and social awareness. This programme created a landmark in the history of adult education by launching a nation wide adult literacy programme /campaign. It also enabled many active Indian citizens to play a positive role for bringing social, economic, and cultural changes to achieve social justice and equality. NAEP covered a population of 2.17 million adults in 1978-79, though its target was 1.5 million populations and in the year 1979-80, it covered 3.6 adults, as against the target of 4.5 millions.

1.3.7. Rural Functional Literacy Programme (RFLP)

Immediately after the launching of NAEP, Government of India reshaped and renamed the FFLP as Rural Functional Literacy Programme (RFLP). This programme aimed to cover a wider area of rural population and considered all rural illiterates including farmers, as its target group. The responsibility of organizing the programme where given to State Education Department or Rural Development Department. It formed block offices and linked them with RFLP centers. Each centre worked for duration of ten months and within this short duration, the enrolled adult was helped to become functionally literate through it. Under this programme one RFLP centre was open for 30 learners, under the guidance of one instructor. After the completion of one batch of ten-month duration, the centre would be shifted to some other area based on the requirement of the locality and the one, which was complete, transferred to a continuing education centre.

1.3.9. The New 20-point programme of the Government of India

In this programme item number 16, has specifically made for eradicating illiteracy among Indian adults who are in the age group of 15-35. In view of its potential for immediate impact in raising the level of productivity and improving the economy, the sixth five-year plan gave priority to non-formal education for adults. It emphasized to accompany Post Literacy and Continuing Education Programme with instructional provisions in the mass media and a network of rural libraries.

1.3.10. Mass Programme for Functional Literacy (MPFL)

To give a boost to adult education activities, the Mass Programme for Functional Literacy was launched in 1st May 1986. The slogan of this mass movement was “Each One Teach One”. This people’s programme aimed to voluntary involvement of teachers and two lakh students for the eradication of illiteracy.

1.3.11. Padna Badna Andolan

Padna Badna Andolan is a programme for adult literacy in Madhya Pradesh to achieve the aim of total literacy; the Madhya Pradesh government launched this new programme in 1998. The teacher, called Guruji, is entitled to get Rs. 100 per person as *guru dakshana*, the cost of which is borne by the state government. The other learning costs are met under TLC/PLC programme.

1.3.12. National Literacy Mission (NLM)

The National Literacy Mission, launched on May 5, 1988, as a technology mission to impart functional literacy to non-literates in the country in a time bound manner. Its focus of attention is age group of 15-35 years. The sense of national commitment, motivation of learners and teachers, mass mobilization, people’s involvement, techno-pedagogic inputs, efficient management and monitoring were the crucial factors for success of NLM schemes. It also evolved both institutional and informal mechanisms to give voluntary organizations active promotional role in the literacy movement. In implementing the programme at field level, State Resource Centers, Jan Shikshan Sansthan, Bharath Gyan Vigyan Samithi and other NGOs are closely associated with NLM.

Now the goal of the mission is to attain a sustainable threshold literacy rate of 75 percent by 2007. As an initiative step, with the assistance of NLM, the TLC was started in

Kottayam municipality, later to Ernakulam district of Kerala. From there it was expanded to various other parts of India.

The governing body of NLM consists of a three tiers administrative and management structure. At the national level there is the apex body supported by Directorate of adult education (DAE). To plan, direct and monitor state level activities there are State Level Literacy Missions, which are supported by the State Directorates of Adult Education and State Resource Centers (SRCs). To implement the programme at grass root level there are district level agency called District Saksharatha Samithies (Zilla Saksaratha Samithies). In urban areas, Nagar Palikas are being encouraged to take up the challenge. The structure of National Literacy Mission (NLM) is given in Diagramme 1.1.

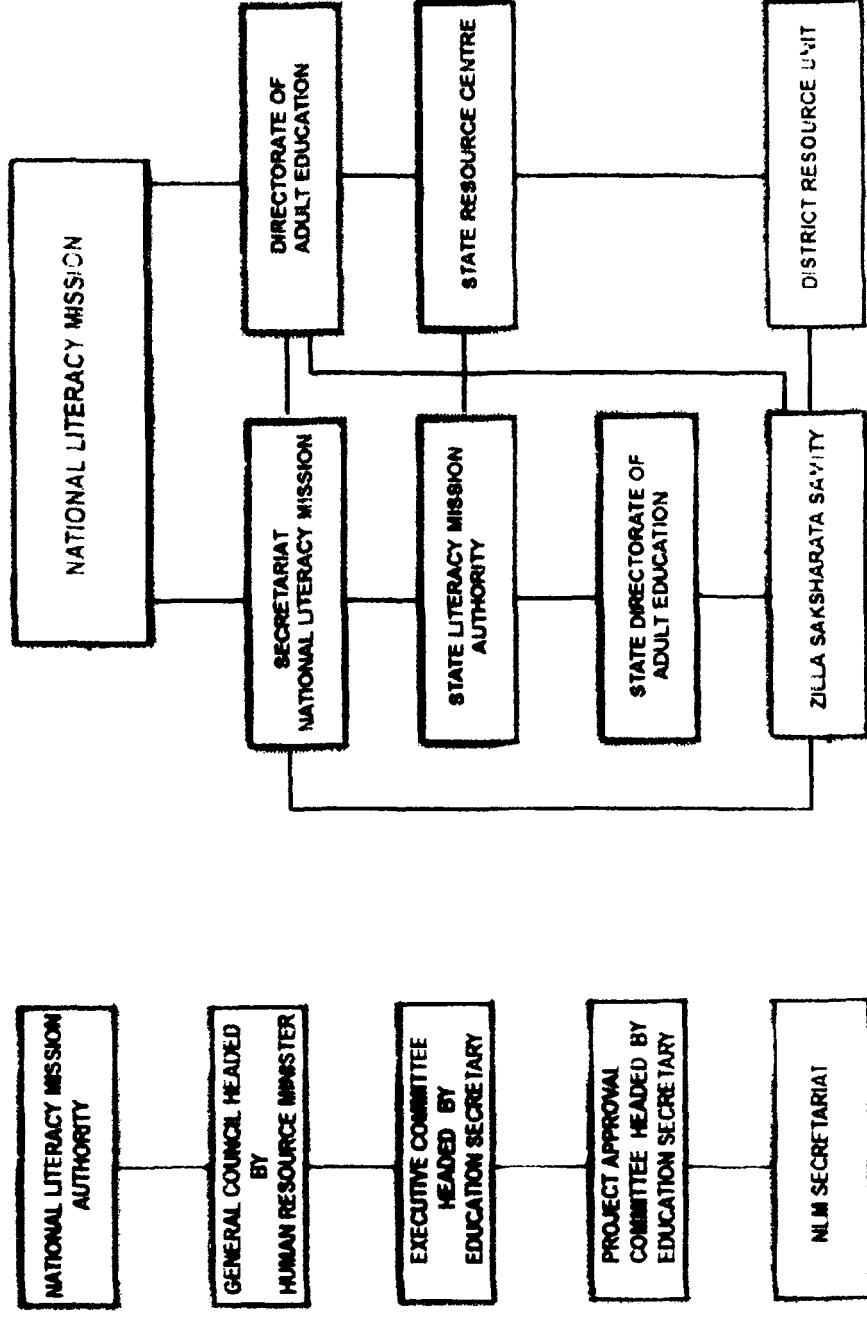
1.3.12.a. State Resource Centre (SRC)

In order to provide academic resource support to literacy and adult education programme, State Resource Centers (SRC) had been established through out the country. Since the inception of NLM, the number of SRCs has risen to 26. With the gradual expansion of TLC, PLC and CEP, new SRCs will be opened keeping in view the need to provide adequate and good quality technical resource support to the field programmes. New SRCs will be opened under the aegis of NGOs. All the SRCs are directly registered bodies under the Societies Registration Act with their own Memorandum of Association and Rules and Regulations.

1.3.12.b. Directorate of Adult Education

The Directorate of Adult Education, a subordinate office of the Department of Elementary Education & Literacy, Ministry of Human Resource Development has been functioning as the National Resource Centre for Adult Education and Literacy Programmes in the country. It is the 'functional arm' of the National Literacy Mission which is responsible for monitoring and evaluation of various schemes launched under the aegis of

Diagramme 1
STRUCTURE OF NATIONAL LITERACY MISSION (NLM)



the Mission. The Directorate is also entrusted with the task of developing model teaching learning materials for the learners and neo-literates and harnessing all kinds of media facilities for furtherance of the objectives of the National Literacy Mission. It provides professional, academic and technical guidance for the effective functioning of the Jan Shikshan Sansthan (Previously known as Shramik Vidyapeeths).

1.3.12.c. Jana Shikshan Nilayam

The scheme of Jan Shikshan Sansthan, previously known as the Scheme of Shramik Vidyapeeth or Institute of People's Education was started in 1988, by NLM with a view to prevent relapse of neo-literates in to illiteracy, and ensuring that the basic literacy skills acquired by them are reinforced, retained and applied in day to day life situations. As envisaged by NLM it was the institutionalization of post-literacy and continuing education arrangements through setting up of Jana Shikshan Nilayams (JSNs) all over India. A JSN was set up for every 4-5 village to cover a population of about 5000 people. These public education centers were set up for self-directed continuing education in the perspective of life long learning through library services, newspapers for neo-literates, charcha-mandals or discussion groups, and such other activities. Now the Institutes' activities have been enlarged and infrastructure strengthened to enable them to function as district level repositories of vocational and technical skills in both urban and rural areas. The focus of the scheme is now shifting from industrial workers in urban areas to the socio-economically backward and educationally disadvantaged groups in urban and rural areas, such as neo-literates, semi-literates, SCs /STs, women and girls. slum dwellers, migrant workers etc.

1.3.12.1. Total Literacy Campaign

Inspired by the successful experiments from first in Kottayam city and then in Ernakulam district, NLM has adopted the area specific, time bounded, volunteer based cost-effective and outcome based total literacy campaign approach as the principal and dominant strategy for the eradication of illiteracy from the land of India. Immediately after the Ernakulam district, this model was extended to all other districts in Kerala. Dakshin Kannada and Bijapur in Karnataka, Chittore and Nellore in Andhra Pradesh. Midnapur and Burdwan in West Bengal, and union territory of Pondicherry.

The level of proficiency in literacy and numeracy is what is assessed on clearly laid down norms. The other components of functionality relating to larger social agenda of improvement through literacy nevertheless continue to be an integral part of literacy for adults, in NLM's policy document. The pedagogy known as "Improved Pace and Content of Learning (IPCL)", has been translated in the shape of a set of multi-graded and integrated teaching learning materials and training. For smooth implementation, it formed state level literacy mission authorities, which have been given the authority to sanction continuing education projects to districts and district level literacy committees are the main implementation agency.

1.3.12.2. Post Literacy Programme

Post literacy is a preparatory phase for launching Continuing Education. To make people literate and to keep them literate is the ultimate aim of creating a learning society. It aims the development of a literate and literacy sustaining society bringing a profound cultural change in the information needed for people and the manner in which they seek. Post literacy-learning strategies of NLM envisaged provision of learning opportunity both in structured and unstructured situation.

1.3.12.3. Continuing Education Programme (CEP)

The scheme of Continuing Education Programme was started by NLM in 1995 to be taken in those districts, which have completed the post-literacy campaign. It is a fully funded centrally sponsored scheme, which envisages that 100-percentage assistance to the states for the first three years of the implementation will be provided by the centre. During the fourth and fifth years, the central government will provide 50 percentage of the project expenditure and the remaining 50 per cent of the expenditure are required to be shared by the state government.

The Continuing Education Scheme provides a learning continuum to the efforts of the Total Literacy and Post-Literacy programmes. Latent potential with the ultimate objective aims at attaining a literacy rate of 75 per cent by 2007. It provides individuals learning opportunities at all ages and in numerous contexts. Lifelong learning is attitudinal, that one can and should be open to new ideas, decisions, skills, or behaviors. It is there for multi-faceted and enjoys supreme flexibility to allow grassroots community participation and managerial initiative.

Continuing Education Programmes is implemented through Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCESSs). A Continuing Education Centre (CEC) is required to cater the needs of 2,000-2,500 population and in which 500-1,000 would be neo-literates with basic literacy skills acquired under the Total Literacy and Post Literacy Programmes. One CECs would have to set up in each village and one NCECs for a cluster of 10-15 centers. Each CECs will be provided recurring and non-recurring grants of Rs. 25,000/- as assistance and this amount for NCECs will be Rs. 45,000/- with an additional provision of house rent for few selected centers. In the long run, all such CECs are expected to become self-sustaining. An assistant Prerak was also provided in the revised scheme, they would be primarily responsible for conducting literacy classes during Continuing Education Programme.

State Resource Centers and Jan Shikshan Sansthan join hands by giving the necessary resource and training support. However, coordination, monitoring and supervising and the implementation of the programme will be done by ZSS or DSS. The sanctioning of CECs by the NLM started in 1996. The states, which have fully covered the CEP, are Kerala, Mizoram, and UT of Pondicherry.

State wise literacy Scenario upto 2001 has been shown by Table-1.1. Table-1.2 has showed state wise distribution of TLCs, PLCs, CECs and JSS sanctioned up to 2005 December.

Table 1.1
Statewise Literacy and Illiteracy Rates of the Age Group 7+ Above-2001

SL.No	State/UT Name	Literacy Rate			Illiteracy Rate		
1	Andhra Pradesh	70.32	50.32	60.47	29.68	49.57	39.53
2	Arunachal Pradesh	63.38	43.53	54.34	36.17	56.47	45.66
3	Assam	71.28	54.61	63.25	28.72	45.39	36.75
4	Bihar	59.68	33.12	47.00	40.32	66.88	53.00
5	Chattisgarh	77.38	51.85	64.66	22.62	48.15	35.34
6	Goa	88.42	75.37	82.01	11.58	24.63	17.99
7	Gujarat	79.66	57.80	69.14	20.34	42.2	30.86
8	Haryana	78.49	55.73	67.91	21.51	44.27	32.09
9	Himachal Pradesh	85.35	67.42	76.48	14.65	32.58	23.52
10	Jammu& Kashmir	66.60	43.00	55.52	33.40	57.00	44.48
11	Jharkand	67.30	38.87	53.56	32.70	61.13	46.44
12	Karnataka	76.10	56.87	66.64	23.90	43.13	33.36
13	Kerala	94.24	87.72	90.86	5.76	12.28	9.14
14	Madhya Pradesh	76.06	50.29	63.74	23.94	49.71	36.26
15	Maharashtra	85.97	67.03	76.88	14.03	32.97	23.12
16	Manipur	80.33	60.53	70.53	19.67	39.47	29.47
17	Meghalaya	65.43	59.61	62.56	34.57	40.39	37.44
18	Mizoram	90.72	86.75	88.80	9.28	13.25	11.20
19	Nagaland	71.16	61.46	66.59	28.84	38.54	33.41
20	Orissa	75.35	50.51	63.38	24.65	49.49	36.92
21	Punjab	75.23	63.36	69.65	24.77	36.64	30.35
22	Rajasthan	75.70	43.85	60.41	24.30	56.15	39.59
23	Sikkim	76.04	60.40	68.81	23.96	39.60	31.19
24	Tamil Nadu	82.42	64.43	73.45	17.58	35.57	26.55
25	Tripura	81.02	64.91	73.19	18.98	35.09	26.81
26	Uttaranchal	83.28	59.63	71.62	16.72	40.37	28.38
27	Utter Pradesh	68.82	42.22	56.27	31.18	57.78	43.73
28	West Bengal	77.02	59.61	68.64	22.98	40.39	31.36
29	Andaman&Nicobar Islands	86.33	75.24	81.30	13.67	24.76	18.70
30	Chandigarh	86.14	76.47	81.94	13.82	23.53	18.06
31	D & N Haveli	71.18	40.23	57.63	28.82	59.77	42.37
32	Damman & Diu	86.76	65.61	78.18	13.24	34.39	21.82
33	Delhi	87.33	74.71	81.67	12.67	25.29	18.33
34	Lakshadeep	92.53	80.47	86.66	7.47	19.53	13.34
35	Pondicherry	88.62	73.90	81.24	11.38	26.10	18.76

Source: NLM Documents

Table 1.2
Present Position of TLC, PLP, and CECs and JSS sanctions and uncovered district
as on 31/12/2005

SL. No	State/UT Name	No Districts covered	TLC	PLC	CEP	Total Districts covered	Uncovered District	No of JSS
1	Andhra Pradesh	23	0	2	21	23	0	9
2	Arunachal Pradesh	15	15	0	0	15	0	1
3	Assam	23	13	10	0	23	0	3
4	Bihar	38	14	21	3	38	0	6
5	Chattisgarh	16	1	13	2	16	0	1
6	Delhi	9	0	0	9	9	0	2
7	Goa	2	2	0	0	2	0	1
8	Gujarat	25	0	2	23	25	0	6
9	Haryana	19	8	7	4	19	0	5
10	Himachal Pradesh	12	0	11	1	12	0	0
11	Jammu & Kashmir	14	14	0	0	14	0	1
12	Jharkhand	22	8	9	5	22	0	5
13	Karnataka	27	0	1	26	27	0	10
14	Kerala	14	0	0	14	14	0	8
15	Madhya Pradesh	45	0	3	42	45	0	14
16	Maharashtra	35	3	7	25	35	0	14
17	Manipur	9	9	0	0	9	0	2
18	Meghalaya	7	4	3	0	7	0	0
19	Mizoram	8	0	0	8	8	0	1
20	Nagaland	8	8	0	0	8	0	1
21	Orissa	30	6	21	3	30	0	9
22	Punjab	17	7	9	1	17	0	2
23	Rajasthan	32	0	1	31	32	0	6
24	Sikkim	4	4	0	0	4	0	0
25	Tamil Nadu	29	0	1	28	29	0	8
26	Tripura	4	0	0	4	4	0	1
27	Uttaranchal	13	0	5	8	13	0	3
28	Uttar Pradesh	70	11	35	24	70	0	31
29	West Bengal	19	0	2	17	19	0	7
30	Andaman & Nicobar Islands	2	0	0	0	0	2	0
31	Chandigarh	1	0	0	1	1	1	0
32	D & N Haveli	1	1	0	0	1	0	0
33	Daman & Diu	2	0	1	0	1	0	0
34	Lakshadweep	1	0	0	1	1	0	0
35	Pondicherry	4	0	0	4	4	0	1
Total		600	128	164	305	597	3	158

Source: NLM Documents

1.4. ADULT CONTINUING EDUCATION IN KERALA

Kerala is a tiny state in the south west Malabar Coast of Indian Peninsula, is a green strip of land, graced with natural beauty and resources. Its north part is bounded by Karnataka, east and south east by Tamil Nadu, south west and west by the Indian Ocean. This state has fourteen Districts and Thiruvananthapuram is its capital. It has only 1.18% of the total area of the country. But it is the home of 3.43% of the country's population. Kerala's human development indices particularly in eliminating poverty, primary level education, and healthcare is a new model to the world.

Education in Kerala represents a success story that many nations might wish to emulate, came from the state's commitment to provide education to society. Kerala has the distinction of being a historic state in India having highest percentage of literacy. In February 1990, its Ernakulam became the first fully literate district and in 1991 the state itself became a fully literate state.

There are many factors, which have contributed to the roots of Kerala's literacy culture. Very long before the arrival of British to Kerala, it had a peaceful trade and commerce transaction with outside world, particularly with the Arab world. Christian missionaries have played a productive role that had a strong impact in promoting education in Kerala. Educational interest of the rulers especially during the 19th centuries, the teaching of great visionaries, social thinkers, and monastic orders were few fostering factors that made Kerala unique from rest of India. Cochin and Travancore enacted social reforms in the late 19th century, which were expanded upon by post-Independence governments. The rulers of the Princely state of Travancore (Thiruvithamkoor) were at the forefront in the spread of education. In 1859, the Maharaja established a school for girls and the Queen of Travancore issued a royal decree in 1817 that said, "The state should defray the entire cost of the education of its people in order that there might be no backwardness in the spread of enlightenment." She hoped education would make her people "better subjects and public servants". The kings of Cochin promoted elementary education and built public schools.

In the early 20th century, influenced by expostulate teaching of the great visionaries, social reformers, thinkers and the militancy of the caste-reform groups like Sree Narayana Guru, Sree Chattampi Swamikal & Shree Ayyankali, the Hindu

communities such as Nairs, Ezhavas and Harijan started to educate themselves by starting their own schools. As a result, innumerable Sree Narayana Schools and Nair Service Society Schools were spread up in Kerala. Empowered by the teachings of these saints, the poor and backward classes have also learned to unite themselves and to seek the ways of acquiring their rights for social equality, justice, and human fraternity as against untouchability, hierarchical cast system, and education for a few. Mass defiance against the British Raj exhumed by the people of Kerala and the popular protests to make public officials accountable was some of the remarkable mass movement that led to the formation of the present Kerala. During 1920s and 1930s, particularly in southern Kerala, the first great boom for more schools was accepted by the princes due to popular demands. Then the budding government worked to spread education widely. Christian missionaries gave a further boost to education by setting up schools for the poor and oppressed. In 1860s, the government spread the educational programs into Malabar, the northern state that had been ruled directly by the British, and began granting scholarships to Harijan (untouchables and tribal peoples).

In 1957 Kerala elected a communist government headed by EMS Namboothiripad, introduced the revolutionary Land Reform Ordinance and Education Bill. Through the Land reform every family got ownership of a piece of land, no matter how small, it gave a sense of belonging that can plan for the future and education of their children becomes a part of that planning. These planning resulted in effective public food distribution that provides subsidized rice to low-income households, protective laws for agricultural workers, pensions for retired agricultural laborers, and a high rate of government employment for members of formerly low-caste communities. During the 1960s, the educational programs were spread into Malabar, the northern state that had been ruled directly by the British. All of this gave Kerala a head start and by 1961, the state had double the literacy rate of the rest of India, 55 percent compared with the Indian average of 28 percent.

In 1979 Govt. of India sanctioned 40 literacy Centers (20 in each district) in two districts as per a Project submitted by Kerala Grandhasala Sangham (KGS) which brought a number of voluntary agencies to the field of non-formal and adult education which had won the prestigious 'Krupsakaya Award' from UNESCO in 1975 as an

endorsement of its good work. By 1981, the general literacy rate in Kerala was 70 per cent - almost twice the all-India rate of 36 per cent. The rural literacy rate was essentially identical and female literacy rate at 66 per cent was not far behind. The government continued to press the issue, aiming for "total literacy," usually defined as a population where about 95 per cent can read and write. It was not until the late 1980s that the Kerala Sastra Sahitya Parishad - a regional group originally organized as an association of science writers - embraced the cause of total literacy. National Service Schemes in Kerala and Calicut Universities incorporated Adult Education and Extension Education as part of their work, which helped the movement in a big way.

Kerala also have introduced number of innovative literacy programmes and established various institutions for attaining its Goal. A brief description of some of the major programmes, institution and imparting agencies have been explained below.

1.4.1 Kerala Grandha Sala Sanghom

The formation of Travencore Grandha Sala Sanghom (KGS) in 1945 uniting 47 rural libraries started the beginning of organized form of Adult and Non-formal Education activities in Kerala. Its slogan was "read and grow". Sri. P N Panicker was the driving spirit behind the concept, acted as a catalyst in bringing a number of voluntary agencies to the field of non-formal and adult education. He succeeded in developing it further and affiliating nearly 5000 libraries to this net work. Later it changed into the Kerala Grandasala Sanghom. The sangom prepared books and reading materials in simple languages in continuation of their experimental project. It freely distributed a weekly called "Sakshara Keralam" to all neo-literates through its libraries.

In its 25th anniversary i.e. 1970 it conducted a reading survey, which disclosed that more than 80% in the capital city as illiterate and changed its slogan to "Acquire Literacy and Get Strengthened". In 1977, it was taken over by state government. In 1979, Govt. of India sanctioned 40 experimental literacy Centres (20 in each district) in two districts as per a Project submitted by KGS under the Farmers Functional Literacy Project that marked the organized fight against illiteracy. It has published primers for literacy, special primer for agriculture workers, tribal folks, women and slum dwellers. Teacher's guidebooks, reference books and teaching aids like chart were also made by it.

Now it has an inbuilt democratic set up and renamed as Kerala State Library Council, which is functioning with the financial support of state government. These sanghom functioned as good community centers, night schools to combat illiteracy and to spread reading habit, where useful discussions, seminars and symposia were held for the common public. Grandhasala Sangham won the prestigious 'Krupsakaya Award' from UNESCO in 1975 as an endorsement of its good work.

Kerala 'Grandha Sala Sanghom' was renamed as 'Kerala State Literacy Council' and presently it works under the higher education department of Government of Kerala. Its executive committee included Chief Minister, Ministers, etc. this organization brought a book entitled "Shaksharatha"(literacy), published by the State Institute of Languages in which various eminent educationalists, adult education practices have expressed their views. According to the recent estimate, its number has increased to 6000 and the library possesses average number of 5000 books. Majority of them have own buildings, radio, TV, and furniture. Arrangement for separate section for children, women, neo-literates, and farmers are made in some of the rural libraries.

1.4.2. Kerala Association for Non-formal Education and Development (KANFED)

In June 1977, Under Cochin- Travancore Charitable societies Act 12 of 1955(Reg. No. 317/77) an association, a germ of Kerala Grandasala Sanghom, was registered with the basic motive of unlash the down trodden masses from their sufferings, comprising its literacy experts namely, Kerala Association for Non-formal Education and Development (KANFED). Followings are its specific objectives:

- Eradicate illiteracy from Kerala
- Promote educational, cultural and economic life of all section of the people
- Arrange Continuing Educational facility for all required.
- Nourish non-formal mode of education.
- Amalgamate developmental activities with non-formal education.

KANFED Bhavans were formed in many parts of the state and with state and central government grants, it initiated various welfare activities. District/ Block/ Panchayath level organization and literacy centers were established. As a project of KANFED, the State Resource Centre (SRC) was founded in 1978. On the recommendation of state government, the central government charged the responsibility

of SRC with KANFED. Until an administrative committee including government and KANFED representatives to oversee the functioning of SRC was formed, both were integrated and was difficult to differentiate the boundaries. This tier continued up to 1993. In 1993, SRC was registered as a separate entity. To spread the message of KANFED among the public and to secure support, it organized state wide Padayathras and vehicle jathas. It got financial support for about ten years from German Adult Education Association, which facilitated the launching up of a “weekly” for neo-literates, a “fortnightly” for non-formal education workers, and “wallpaper” for conscientising the people. And three years grant from UNICEF and from Ford Foundation for organizing the Bharat Gyan Vigyan Jatha programme and Needi Vedi programme in the state. Also agencies like UNESCO, World Bank, Ministry of Human Resource Development came forward to support its activities. It established Souhrida Grama (village of friendship) and slogan “we are one” and helped to solve many disputes within the villages not allowing them to send in courts. It has played a unique role to make Kerala the most literate state in India.

In 1981-83, it started its first effort to secure 100 percent literacy. at Vidiappanchal Harijan Colony of Ezhome village in Kannur District with the help of a local vicar Fr.Sukol and an activist VR V. Ezhome, a trained volunteer of KANFED. At Ezhome a KANFED Bavan exists as a lasting monument of its remarkable work. Under the veteran leadership of the eminent figures like P.N Panicker, PT Baskara Panicker, K Sivadasan Pillay, it has played significant roles in Kottayam Campaign and participated in Ernamkulam Campaign.

In July 2002, KANFED celebrated its silver jubilee. Its present activities are through eleven forms, which are:

1. Open Learning Centre 2. Educators Forum 3. School Club 4. Senior Citizen's Forum
5. Women's development Forum 6. Health Club 7. Agricultural Development Forum
8. Arts and Cultural Forum 9. Youth Forum 10. Needi Vedi
11. Children's Forum.

1.4.3. Kerala Sastra Sahitya Parishat (KSSP)

Kerala Sastra Sahitya Parishat (KSSP) a unique movement, legally an NGO is quite different from other conventionally run of the mill, Non Governmental

Organizations. It was established in 1957, as a voluntary movement by visionaries like PT Baskara Panicker, Madhavan Kutty, KK Rahulan, AGG Menon etc mainly to popularize science to develop a scientific attitude, culture and world view among the common masses. Its main activities include organizing classes, lectures, science clubs, science corners, science fair, science quizzes and competitions for various groups, adult literacy classes, producing qualitative materials etc. During the period 1977-79 it had initiated literacy works in Kerala and in 1978, KSSP had formulated a draft programme for eradication of illiteracy from Kerala. But a long break took place in its literacy activity. It was in March 1986, the General Council of the KSSP took a decision to make Kerala totally literate within five years and to make a programme of action for achieving the goal. So in the same year itself it prepared and submitted a detailed project to the Central Ministry of Education. When the National Literacy Mission was formed in 1988, it prepared more detailed pilot project to make Ernakulam district totally literate and this was approved for funding by the National Literacy Mission. A project of this dimension was first experience of NLM and KSSP. It had played a key role in the Ernakulam Total Literacy Campaign and subsequently in the Akshara Keralam Project of the state. The literacy campaign gave an opportunity to the KSSP to take its concept of development into the mainstream of the society.

1.4.4. Mithrankethan

Mithrankethan at Thiruvananthapuram is a voluntary organization established by K Viswanathan, a dedicated community worker who had trained in Shrinikethan, Denmark and was a disciple of Morgan. This experimental rural based institution motivates people to better their lives, to serve common people and provides job oriented training which is opened to all individuals and communities without considering their race, colour, caste, creed, or nationality.

This institution runs both formal and non-formal mode of education system. *People's college* on the model of *Denmark's folk school* movement and the *Krishi Vigan Kendra (KVK)* which function as a model training centre for voluntary agencies in the state, *Association of Voluntary Agencies for Rural Development (AVARD)*, one unit of National Open School are situated in its campus. This community centre has organized two batches of ten adult education centers and village functional literacy centers, family

planning programme, childcare and health education. Targeting farmers, women and drop out or out of schoolchildren it had organized special training programme. It has started a *rural technology institute* for promoting rural technology.

1.4.5. Laubach Literacy Trust (LLT)

Laubach Literacy Trust (LLT) founded by AK John, a disciple of Laubach. inspired the famous adult education method called Laubach method, started a Laubach Literary Trust at Karthingapally of Alappuza district which trained personal in this method, evolved primers and follow-up books. It has started a number of adult education centers in the Alappuzha district and run them for years. This trust has affiliated to IAEA.

1.4.6. Quilon Social Service Society (QSSS)

Quilon Social Service Society's founding figure was M Pathrose. From 1960 onwards, it is functioning as a registered voluntary organization for social action in Quilon Diocese. One of its main functions being adult education, it is popular in the coastal areas of Kollam. It conducted nearly 50 adult education centers during 10-20 years. It aimed to start one comprehensive non-formal education centre having all the three aspect of adult education viz, literacy, post literacy, and continuing education attached to each of its local units. It purchased teaching learning materials mainly from State Resource Centre (SRC), Centre for Adult Education and Extension (CAEE) of Kerala University and Kerala Grandasala Sangham. To evolve the most economically poor families of the locality, in development oriented self-help programmes by themselves, it also started a new scheme converting adult education centers as helping centers of poor.

1.4.6. Literacy Forum

In 1981, Literacy Forum was registered under the president ship of Dr Shivadasan Pillai, as an offshoot of or an extension wing of Centre for Adult Education and Extension (CAEE) of Kerala University. It was affiliated to IAEA and provided a platform for all those interested in adult literacy and related areas. Its activities include conducting workshops, seminars and regular discussions on relevant topics. Production of teaching aids, training of functionaries, evaluation etc also include in its functional area. For training and study it sends its representatives to Viswa Yuvak Kendra (Delhi), PRIA (Delhi), NIPCCD (Bangalore), Sarvodaya Movement (Sri Lanka). With a group of its

academicians, the forum is able to provide technical inputs and practical support. Its major objectives are:

- Provide leadership and professional advice in matters related with all aspects of literacy/ adult/ non-formal/ continuing education and extension activity in the state.
- Find out and analyze problem related to adult and non-formal areas in the state.
- Conduct research and evaluation on non-formal and adult education.
- Promote studies on problems affecting the non-formal sector.
- Arrange opportunities to members to meet in conferences, seminars, and discussion groups.
- Inform public about the result of timely discussions and investigations.
- Assign a common forum for all those who are interested in literacy and adult education.
- Develop most appropriate follow up programme for the state from time to time.
- Promote co-operation among different Non Governmental Organization, University, and Governmental Sector.
- Make concerned effort to bring better understanding among all educated people for the improvement of the literacy situation in the state.
- Struggle for the welfare of all people in the area of disaster management, scientific temper, population education, environmental awareness creation, healthy living and youth education.

1.4.7. The Kerala Chapter of IAEA

The Kerala Chapter of IAEA was formally established on 11th July 1998, under the president ship of Dr Shivadasan Pillai and secretary ship of Dr V Regu. Organizing seminars and conferences on topics of current importance and organizing World Literacy Day in Kerala, collaborating with other agencies are its main activities. It functions with 75 individual life members and six institutional members. It made a programme in disaster management, which was a significant achievement.

1.4.8. Kerala Saksharatha Samithi (KSS)

Kerala Sahsharatha Samithy was formed to eradicate illiteracy fully from the land of Kerala. In 1990, Government of Kerala sponsored this fully autonomous registered body. The Chief Minister was the Chairman of the project. This Samithy was organized

in such a manner to involve with due representation, of all sections of the social and political leadership in the state. The Smithy brought together all the adult education activities undertaken by various organizations under its purview. The KSS successfully completed the TLC and PLC and became a role model to many states of India to implement literacy programme to the grass root level. For the effective and efficient implementation of the literacy programme, roles were assigned to local self-governmental institutions (Gramma Panchayaths, Municipal Councils, and Municipal Corporations). It had formulated encouraging methods to create environment for implementing the project. selection and training of functionaries, motivating workers, etc.

1.4.10. Shramik Vidya Peeths (SVPs)

SVPs were started to provide “polyvalent adult education” programmes for workers and their families in selected areas. One SVP was established in the University of Kerala in 1985, for providing literacy as well as vocational training courses. Later the Trivandrum SVP emerged as one of the leading SVPs on account of its commitment and methods. In line with the pattern throughout India, it has now been renamed a Jana Shikshan Sansthan (JSS), and the emphasis has shifted to “education for all and for ever”. mainly through vocational and income generating programmes. In the course of time. SVPs were also established at Calicut, Kodungallur, and Kottayam, all under different voluntary agencies.

1.4.9. Jan Shiksha Sadans (JSS)

JSS is a registered organization under the Societies of Registration Act in 2000. which is voluntary organization working for social welfare providing vocational education. The initiative step to establish a JSS in Kerala was angulated by the Ministry of Human Resources Development, Government of India, by establishing one JSS at Kodungallur of Trissur District. This is functioning under the patronage of Kerala Vocational Education Centre (KVTC), which is a voluntary organization working for social welfare through vocational education since 1995. According to 31st December 2005, there are eight JSS in Kerala. These institutions have proved to be one of the best vocational adult education centers in all over the country.

1.4.10. Akshara Sangom and Jana Vidya Kendras (JVK)

Akshara Sangom (Literacy Circles) is a group of activists, who pay attention to all the developmental activities of the area, including construction roads and maintenance of houses for the poor people. They undertook the petty work of locality. For its activity mobilized financial resources from the locality. It is formed by clustering activists of three or four literacy centers, which came into existence with the post literacy campaign. Some of the activists received honorarium for their work while some others were working as charity.

Saksharatha Samithies also established two or three Jana Vidya Kendra's to co-ordinate the activities of Akshara Sangom. These JVKs were functioned under each locale self- governmental institutions as a resource cum -guidance centre. It is a gathering place of the activists of the Akshara Sangam to find solutions to the problems faced by the locality. It stored all the welfare scheme documents of the government to provide maximum help to the locality people and published training materials, motivational materials, and a monthly news bulletin called Akshara Keralam and distributed the supplementary reading materials produced by KSS to circulate to the neo –literates.

The activities of Akshara sangom were distributed through four vedis viz., *Vignana Vedi* for educational activities, *Vikasana Vedi* for developmental activities, *Vanitha Vedi* for women issues and *Kala Samskarika Vedi* for Cultural activities. These sangoms were managed by a convener and sangom members.

State Resource Centres were made arrangements to give frequent training to the volunteers and conveners of the programme. The four-tier system initiated by it was followed in TLC and PLC stages. To monitor the project a centralized management system was initiated. All the relevant data of JVKs and Aksara Sangoms were collected and documented at district and state headquarters and used for effective monitoring and controlling of the system.

Most of these sangoms were accommodated in village libraries, some in public buildings and some others in private building also. Where as some sangoms had their own building, required furniture and amenities, audio visual equipment like TV, radio which were mainly provided by locale self government or collected through public donations. The existence of unemployment among the Akshara Sangom and neo-literates inspired

the Sangom/JVK activists to initiate production units and service centres. From time to time they conducted a number of awareness camps, medical camps. Many organizations were encouraged by their activities. The JVKs had a good network from state level to ward level.

The KSS had arranged an examination equivalent to 4th standard for the benefit of interested neo-literates who also made arrangements for conducting six months duration classes for those appearing in this examination. The passed candidates had opportunity for higher education and further improving their standards. For the teachers of this programme State Resource Centre arranged special training programs. This exam expressed the high enthusiasm of the learners to initiate such steps for higher level and was motivated the functionaries.

Though in 1993, Government of Kerala initiated the CEP with its deserving seriousness. But the problems like non support from Central Government, lack of financial support, lack of political will, lack of interest among functionaries, non linkage with other organizations, and non-introduction of innovative programmes resulted in the discontinue of the programme by 1996.

1.4.11. Nehru Yuva Kendra

In 1975, Nehru Yuva Kendra's were established. Through this Kendra's Government of India, provided funds for starting literacy classes and activities through youths and youth organizers and one youth was selected as instructor and provided training. Later this provision of funding for literacy activities through NYK was stopped.

1.4.14. University Departments/Centers

The universities in Kerala have substantial involvement in the adult and continuing education program of the state. Universities in Kerala have taken the initiating role of extension as a third dimension equal to teaching and research and that was emphasized very early in the state universities before other universities of India. Kerala University being the most prominent place has helped thousands of illiterates to become literate. It was respectively followed by Calicut and Mahatma Gandhi Universities.

In 1980, university of Kerala established a centre for Adult Education & Extension with financial support from University Grants Commission (UGC). Later the Centre was renamed as the 'Centre for Adult Continuing Education and Extension

(CACEE)'and was made one of the ten “nodal agencies” in India by the UGC. The CACEE had directly organized literacy centers, prepared primers, teacher's handbook, and a collection of motivational songs. It also organized population education programme and resource centre. On behalf of the UGC, DAE, UNICEF and others, the Centre undertook other research studies. The centre conduct many short term courses on adult/ non-formal education, give periodical training for literacy workers, arranging extension lectures, conducting workshops, seminars, lectures, discussion etc. Many innovative approaches were followed by CAEE, especially in the training, materials production, monitoring and evaluation, preparing primers aspects of adult education. The Department of Education of Kerala University also offers opportunities to specialize in adult continuing and non-formal education at MEd level and through PhD research.

The University of Calicut provides leadership for its affiliated colleges in organizing adult education and population education programmes. The University Department of Education has produced neo-literate, arranges adult education classes in nearby villages, and organizes training courses for income generating and self-employment. The University also has provision for doctoral research within the Faculty of Education.

Mahatma Gandhi University, Kottayam became an active partner of Total Literacy Campaign of Kottayam Municipal Area, using the services of its National Service Scheme (NSS) volunteers.

1.4.15. National Service Scheme

NSS was built with the objective of education of students through community services, to enrich their personality and to deepen their understanding of the social environment in which they live. Therefore, the services of these volunteers expected to utilize effectively in this project. National Service scheme functioning at all the universities in the state was involved in the Mass Programme for Functional Literacy (MPFL), which used the “each one teach one” method. The significant role played by NSS Volunteers of Kerala, Calicut and Mahatma Gandhi University, not only helped to provide literacy but also helped to uplift the living standards of society. Each NSS volunteers were expected to help between one to five illiterates to become literate. The NSS Volunteers of Mahatma Gandhi University played a fruitful role in total literacy

programme of Kottayam Town. NSS volunteers have nonetheless played a major part in the adult education programme in Kerala, not just in “each one teach one”, but also in centre-based and small-group classes. Through their organized effort thousands of illiterates became literate. However, although the State Resource Centre supplied kits freely, the programme largely failed for want of monitoring.

1.4.16. State Resource Centre, Kerala

The State Resource centre, Kerala is an autonomous organization funded by the National Literacy Mission, under the Union Ministry of Human Resource Development, Department of Elementary Education & Literacy, and Govt. of India and administered by the General Education Department, Govt. of Kerala. The State Resource centre, Kerala, (SRC, Kerala) established on 8 July 1978, with the ultimate objective of providing academic and technical resource support to all the agencies engaged in Adult and Continuing Education programmes in the state. When it was commenced the functioning of SRC Kerala was entrusted to ‘KANFED’ a leading voluntary organization that was performing more or less the same line of functions of SRC.

The programmes and activities of KANFED were spread over the state which created an atmosphere for the conduct of literacy programmes in the state. While performing the duties of SRC, KANFED has organized a number of training programmes, seminars and workshops, Kalajathas and vehicle processions frequently, with the local public participation under the leadership of P.N. Panicker, the father of Library Movement. This movement achieved a greater momentum and people’s participation. They have also prepared a number of patavalies, guides, handbooks & workbooks for each section of people. The success behind the total literacy programmes viz., PELCK and Ernakulam TLC in Kerala is highly indebted to KANFED-SRC and Grandhasala Sangham, Kerala Sasthra Sahityaparishat and other NGOs. KANFED SRC experimented several methods for teaching illiterates. After the successful completion of TLC in Kerala, the Post Literacy Programmes were introduced. KANFED-SRC officials also co-operated in the venture. Newsletter / Broadsheet were published for Neo-literates during the phase.

Later, as per the direction of the Directorate of Adult Education SRC was delinked from KANFED and in March 1996, SRC, Kerala was registered as an

autonomous organization. The overall control and supervision of the State Resource Centre, Kerala is vested with the Education Department, Govt. of Kerala. The jurisdiction of SRC, Kerala extends throughout Kerala & Lakshadweep. The Management of SRC is vested with a Governing Body consisting of 15 official and non-official members, under the Chairmanship of Secretary, General Education, Govt. of Kerala. The staff strength of SRC comprises personnel in three categories viz academic, administrative, and technical. The Govt. of India through NLM provides the funds required for the functioning of SRC as Grant in Aid.

Its objectives are:

- Organize training programmes for the Key Resource Persons, NGO representatives, Preraks, women activities, KSLMA officials, panchayat officials, librarians, NYK co-ordinators, DIET – DRU faculty, social workers, tribal volunteers, and youth volunteers.
- Prepare training and material production programmes for adult and continuing education programmes and prepares curriculum framework for neo-literate, the Primers (Patavali)/Handbooks, Resource Books/Information Guide, Neo-literate learning Books/Supplementary Reading Materials, Posters / Stickers/Calendar, Magazine - Aksharasree(Mal)/Slides / OHP Transparencies, Training Modules/Brochures, Booklets/CDs, Audio / Video cassettes, and Newsletters - Aksharam (Eng.) etc.
- Organize workshops, seminars, conferences, and observance of days of national importance.
- Monitor and evaluate all aspects related with adult and continuing education programmes.
- Creating a conducive environment for literacy and continuing education programme.
- Oversee the management of a special cell for population & development education.
- Its activities include training for preraks and social animators, conducting seminar on reproductive & child health, problems of the aged, observance of world population day, world AIDS day, preparation of neo-literate books on themes based on population & development education, supplementary reading materials, and posters.
- Co-ordination of the activities of different governmental and non-governmental agencies, state government and district administration, local self-governmental

institutions. For this it conducts awareness programmer, leadership training, co-ordination meetings, observance of important days etc. Its ultimate aim is to converge all developmental initiatives through continuing education programmes.

- Conducting research on relevant adult and continuing, social and professional issues with support of grass root level agency, and undertaking special projects from agencies like UNICEF, UNFPA, and Government of India.

Some recent studies conducted by SRC are given below:

- A study on the extent of Equivalency Programmes and the level of standard of enrolled learners in CECs
- A study on the problems and Prospects of Income Generating Programs in CECs
- A study on the problems of the Handicapped and the possibilities of Rehabilitation through CECs
- A study on the increasing suicidal tendency among the people of Kerala
- Effectiveness of Training given by SRC and other agencies to the various categories of functionaries
- Impact of readable materials available in CECs supplied by various agencies
- Trained beneficiaries of CECs and the level of their settlement
- Organize various field programs in rural areas and popularize the message on literacy and continuing education
- Adoption of villages and other innovative programs like awareness / motivational programs in central jail & juvenile home, eco-friendly life management campaign, popularizing eco-friendly agricultural practices etc

1.4.17 Kerala State Literacy Mission Authority (KSLMA)

The Kerala State Literacy Mission Authority was formed in 1990, for creating an environment for sustaining neo-literates interest in literacy activities and to keep their urge to learn alive. It is a registered society sponsored by Government of Kerala, to launch state level continuing education project and other literacy activities. The Kerala Sashttra Samithi was renamed as KSLMA, to implement the adult continuing project as according to the norms and guidelines provided by NLM. Its head quarter is situated in Tiruvananthapuram. The head of the authority is in the director and other project staff coordinates the activities. Kerala does not have a separate Directorate of Adult

Education/Mass Education /Non-formal education. So KSLMA has to perform the role of all this.

Objectives of KSLMA are:

- Retention of literacy skills and provision of opportunities to the neo-literates to take their learning beyond basic literacy.
- Creating scope for application of functional literacy for improvement of living conditions and quality of life.
- Dissemination of information on development programmes and widening & improving participation of traditionally deprived sections of the society.
- Creation of awareness about national concerns such as national integration, conservation and improvement of the environment, women's equality, observance of small family norms etc. and sharing of common problems of the community.
- Improvement of economic conditions and general well being as well as improvement of productivity by organizing short-duration programmes, orientation courses for providing vocational skills and by taking up linkage activities for establishing direct linkage between continuing education and development activities.
- Provision of facilities for library and reading rooms for creating an environment conducive for literacy efforts and a learning society.
- Ensuring the sustainability of the Kerala Model.

Role and activities of Kerala State Literacy Mission Authority (KSLMA) are:

- 1 Formulation of projects
- 2 Procurement of financial assistance from government /funding agencies and channelize funds.
- 3 Supervision of project execution
- 4 Delivery of technical and managerial assistance to the district panchayats in the operation of the Panchayat Saksaratha Mission and CECs
- 5 Organization of and extension Programmes
- 6 Production of learning/educational material
- 7 Giving operational guidelines to the functionaries
- 8 Monitoring of project implementation
- 9 Project evaluation.

The organizational structure of KSLMA is as follows:**General Council**

The Chairman of the General Council is Chief Minister and Vice Chairman is the Minister for Education. The secretary general of education, Government of Kerala is the member secretary of the general council.

Executive Committee

This is the governing body of KSLMA. Education Minister is the Chairman and Vice Chairman is the secretary to Govt.(General Education) . The Director of KSLMA is the secretary of the committee.

Sub-committee

Various sub committees have constituted for various purposes like 1) project implementation and administration 2) training 3) evaluation and 4) monitoring. The director is the member secretary of all these committees.

Office Structure

The office is set up with a full time Director, Assistant Director, Consultants, Finance Officer, and subordinate staffs to deal the day-to-day affairs, implement, monitor, and evaluate the activities.

District Literacy Missions (DLM) / District Panchayath Literacy Missions (DPLM)

DLM is the grassroots level implementation agency of CEP. It has established in all fourteen districts. It provides academic and technical input for the effective implementation of CEP.

Economic and administrative activities of DLM are the duty of district panchayat secretary. To coordinate the activities of beneficiaries, workers, centers, organizations, key resource persons, panchayath representatives, government, semi government officials, NGO representatives etc. In a district there is a district project Coordinator and assistant coordinators appointed by KSLMA with administrative, economic, academic responsibilities related with planning and co-ordination of programmes in CECs.

DLM is controlled and supervised by the District Panchayath. District Panchayath President is its Chairman and District Panchayath Vice President is its Vice Chairman. District Panchayath Secretary is its administrative and financial secretary. District Collector is the executive coordinator of executive committee and he coordinates the

services of various development department of the district. District coordinator is the convener of the DLM.

Block Panchayath Literacy Missions (BPLM) / Block Literacy Missions (BLM)

A district has been divided into various blocks. Each block is administered by a block panchayath. In each block a Block Panchayath Literacy Mission/ Block Literacy Mission coordinates the literacy activities. The block panchayath president is its chairperson and Block Development Officer its coordinator. Its executive committee consists official and non-official members. One of the nodal prerak acts as the convener of the BLM.

Grama Panchayath Literacy Missions (GPLM)

Collection of several neighboring villages or gramas constitutes a block. In each village there is village level literacy mission called GPLM having official and non-official members. The village panchayath president is its Chairman and village panchayath secretary is its coordinator.

Ward Saksharatha Samithi.

A grama panchayath is the integrated whole of several ward panchyaths. A ward Saksharatha Samithy / ward literacy mission has constituted in each ward. Ward member is the Chairperson of ward saksharatha samithi. Locale representatives from various groups, act as member and who support and monitor the programmes and activities.

1.4.18. People's Education and Literacy Campaign, Kottayam (PELCK)

PELCK also known as Kottayam Campaign, was a project intending to make Kottayam Municipality a complete literate area with in a period of 100 days. The National Service Scheme of Mahatma Gandhi University and Kottayam Municipality worked along with KANFED and conducted a day's survey and campaign and the activity was followed. 2208 adults were made literate within 10 months. The campaign was administered and monitored by the Vice Chancellor of M G University, Kottayam District Collector, and ward councilors of the municipality. The SRC being and integrated part of KANFED serve its turn considerably creating environment, supporting technically, giving training to the needy, producing materials, monitoring and evaluating the programme.

1.4.19. Lead Kindly Light (Ernamkulam Campaign)

The pilot total literacy campaign in India commenced on 26 January 1989 in the Ernakulam district, covering an area of 3 million people, sponsored by MHRD. Around 1.7 lack illiterates between the ages of 5 and 60 were identified, and made literate within one year. Through hard and dedicated work of thousands of educated youth with two-thirds of them being women, who overspread around the district. Appropriate climate were created by two state level voluntary organizations namely, key role by Kerala Sastra Sahitya Parishat and subsidiary role by KANFED through folk art forms, corner meetings, Padayatras etc. The initiator of the project was district collector KR Raja. However, the programme was organized by a district level new voluntary agency headed by Ret. justice VR Krishna Iyer. Within a year it was hoped that the illiterates would read Malayalam at 30 words a minute, copy a text at 7 words a minute, count and write from 1 to 100, and add and subtract three-digit numbers. The larger goal was to make people feel powerful, feel involved. The early lessons were organized around Brazilian teacher Paolo Freire's opinion, that the best teaching material are those that explicit the concrete problems of people's lives. Classes were held in schools, public places, cowsheds, courtyards, and open air. With out leaving anyone out all people including women, anglers, hill residents, tribal, leprosy patients, poor eyesight people were taught with creating necessary arrangement suited to them. SRC Kerala involved in the campaign providing academic and technical support to the campaign. At the end of the programme, final tests were conducted and of these 1.41 lacks were successful, putting the region's official literacy rate above 96 percent. Many of them, who were no literate at this time stayed in follow-up classes and probably had learned enough to read and write. 13 months after the initial canvass, on February 4, 1990, V.P. Singh the then Prime Minister of India, marked the start of World Literacy Year with a trip to Ernakulam, to declare that it is the country's first very literate district. Organizers knew the campaign was working when public participation in developmental activities became noticeable within the coming years. Massive participation of the people within the active co-operation and involvement of government machinery, non-governmental organization, and local bodies made the programme a great success. This campaign also secured a prize from UNESCO.

1.4.20. Akshara Keralam Project (Total Literacy Campaign Kerala)

Mass literacy movement and continuing education after the Ernamkulam experiment the commitment of the district administration, educational institutions, educated youth, and volunteers were the reason for the success of Ernamkulam District Programm of Kerala.

1.4.21. Tribal Literacy Programme in Kerala

Due to non-accessibility and dearth of qualified instructors the total literacy campaign failed to cover the tribal. This prompted Kerala Saksharatha Samithi to develop a scheme for tribes, called tribal literacy projects. Squad was formed for the supervision, fixation of strength of instructors and assessment of the number of resident in and non-resident instructors. Under the Squad, the instructors and literacy workers and instructors were directed to conduct survey of all colonies. The environment creation for the project was done through Squad work, Jathas, home visits, and Kalajathas.

Primers, handbook, audio and video cassettes, newsletters, posters, meaningful and rhythmic songs of tribal community were the aids used for teaching learning activities. In these activities and aids special emphasis were given to those peculiar customs, conventions and, languages of various tribal groups.

In order to assess the programme, a foolproof monitoring and evaluation was conducted by a group which consists the officials of Kerala Sasksharatha Samithy, its committee members, and key resource persons. A special team with an outside evaluator was constituted to supervise the evaluation.

This programme helped Kerala to become the first state in the country to attain total literacy among tribal population also. Through this pogramme among the 93,000 identified tribal populations, 83,000 learners were brought into literacy centers and 64,000 of the enrolled learners successfully made literate and they expressed much improvement in their standards that raised the literacy population of tribal in the state into 80.72 percentage. Non availability of qualified instructors from the tribal community was the major difficulty faced by the programme implementers.

1.4.22. Akshara Theeram Project

Akshara theeram is special sub project formed with the basic objective of eradicating illiteracy from the tribal belt of Kerala within one year. This project was

implemented in the coastal belt of nine districts which have coastal areas, namely, Thiruvananthapuram, Kollam, Alappuzha, Ernakulam, Thrissur, Malappuram, Kozhikode, Kannur and Kasaragod.

Even though Kerala acquired 93 percent literacy during the 1990s, the specialty of the nature of work of the fisher folk decreased the literacy rate of its coastal belt into a very low rate. Half of its total population or more than that were illiterate. Non-availability of male members in the daytime, lack of instructors in the coastal belt, and the difficulties in mobilizing resources were the major obstacle in achieving literacy in these areas. The specific objectives of this project were to

- Educate the fisher folk the technique and benefit of co-operative fishing
- Create awareness in them about the evils and vices like alcoholism, gambling, etc
- Educate them against exploitation.
- Foster health care and hygiene.
- Promote saving habit in them.
- Encourage them to send their children to school.
- Train them better fishing and fish processing operations.

The project was implemented and coordinated by Kerala Saksharatha Samithy that provided required coordination through its centers at state, district, corporation, municipal and panchayath level. For coordinating and synchronizing the activities of the project all the nine coastal district of the state were categorized into various groups as according to the guideline provided by MATSYAFED. 81 sub project were implemented. It was on the basis of the operational divisions made by Kerala State Fishermen's Federation under Fisheries department (MATSYAFED). For its working especially to monitor and supervise its constituent units an assistant project officer (APO) headed each sub project and the district coordinators assigned the responsibility of the coastal sub projects. At the centre, an assistant director did the in charge of the project.

In order to create a conducive environment for implementing the programme in those areas, special environment creation activities were organized. In these areas, sheds were constructed to conduct literacy classes, instructors were appointed and literacy centers were opened. The numbers of illiterate population were high in most of the centers. In many of the centre there were more than ten learners. Primers and special

primers framed particularly for fisher folk were supplied to learners. Teaching learning aids and equipments such as slates, pencils, books, lamps were provided. Besides, spectacles for the needy were also distributed. Akshara Sangame and Jana Vidya Kendras were also started attached with those literacy centers.

To train the instructors and resource persons a tree-tier system of training was developed. The resource person received state level training. The master trainers at district level were trained by the resource persons and the master trainers imparted training to the instructors/ conveners at sub project level. The required material for training was made by the KSS in consultation with department of fisheries, Government of Kerala.

Total number of identified illiterates in the coastal area of the state were 2.94 lacks. Among them 1.31 lacks were made literates along with general population during the TLC phase. In the post literacy period 20,000 neo-literates and 60,000 illiterates were successfully became literates.

1.4.23. Tamil Literacy Programme

Tamil Nadu is one of the neighbor states of Kerala and the Tamil speaking linguistic minorities are spread in all districts of Kerala, but a large chunk of Tamil speaking linguistic minorities are concentrated in the border districts of the state, namely. Thiruvananthapuram, Idukki and Palakkad. The estimated illiterates among this population are 1.5 lacks and among these illiterates 80% are working in plantation fields. In order to eradicate illiteracy from this population, a special sub-project was started. Modifying the primers used in the Arioli Iyakkam- total literacy campaign of Pondicherry state special Tamil primers was prepared. Three of them for literacy programme and one for post literacy programme. As according to the direction of NLM, a monthly bulletin and other supplementary reading materials were published. In addition, with the help of governmental agency, a number of awareness camps against AIDS, alcoholism, use of tobacco and biological and mental health and hygiene were organized.

At the state level, an assistant director monitored the programme and at district level it was done by coordinators. To rise the standard of the children of these linguistic minorities who were below the average children, a short-term scheme called "Akshara Pulari" was introduced. Under sponsorship, special textbooks were prepared for these

children. Jana Vidya Kendras and Akshara Sangoms were also started. Some of these centers started income generating programmes for the beneficiaries. The project successfully implemented. As a result of the project 40 lack illiterates were made literates. The major hurdle faced by implementers was the non-cooperation from the plantation owners and lack of qualified instructors from the local area.

1.4.24. Total Literacy Campaign in Kerala

Inspired by the Ernamkulam TLC, the Government of Kerala decided to take up the challenging task of extending TLC to the remaining 13 districts and to make the entire state fully literate by March 1991. On 4th February 1990, Sri Rajive Gandhi ,the then Prime Minister of India formally inaugurated the programme handing over a symbolic torch of literacy to Sri E K Nayanar, the then Chief Minister of Kerala.

On 8th April 1990 with the help of around 6 lack selected and trained volunteers, a detailed survey of illiterates was successfully conducted within a single day in 13 districts and they provide the consolidated data within two days. Totally 28.5 illiterates were find out and in it 22.8 were in the age group of 6-60 and 65 percentage were women. As according to the proposal a training programme of nine days duration in a year at different intervals and a learning centre for every 10 illiterates were put forward. In addition, 2.5 lack centers with the same number of trained instructors were in need. Besides, a four-tier strategy with for stages of operation was envisaged to train the instructors. At state level 275, and from them 2500 district level and from them 26000 block level Key Resource Persons were trained and at the end, these master trainers dispense training to the required instructors at panchayat level.

To create suitable environment to successfully implement the programme, efforts were made one after another to create and sustain continued motivation of the activists and learners from notification date itself, with the help of all available medias, popular folk and other art forms, various kinds of publicity campaign etc. Local voluntary sponsors and contributors also contributed panchayat or ward level trainings and providing all needed study materials like slates, pencils, notebook, etc. Through public contribution, major share of expenditures towards environment creation and publicity were collected.

The tree-part primer prepared based on Improved Pace and Content of Learning (IPCL) model was approved by NLM. Supplementary notes and other instructional materials were also printed and supplied to all activists, apart from primers and handbooks for the instructors. To the linguistic minorities, primers, handbooks, and notes were provided in their respective native languages. The inclusion of linguistic minorities in the state in the districts adjacent to Tamil Nadu and Karnataka by divisions into tailor made packages was the unique feature of the programme.

An effective Management Information System(MIS), a detailed calendar of activities, a systematic monthly and bi-monthly reviews at project and sub project level by state and district centers, a detailed evaluation to test ability in reading writing, numeracy and other skills based on the norms of NLM were formally planned and correctly implemented. Only those learners who got 70 percent were considered as victorious. Out of the 18 lack total learners who have enrolled in different centers, only 16.5 lacks appeared for the evaluation and among them only 12.22 lacks were declared as successful. On 18 April 1991, a colorful function was held at Kozhikode to make the historic declaration of the state as a total literate.

1.4.25. Post Literacy Campaign (PLC)

The total literacy campaign has brought around 12.22 neo-literates. To make their achievement fruitful forever, sustainability of the programme and desired attitudinal change among them are necessary. Besides, to re-enroll those illiterates who have dropped out the TLC is a national requirement. With this viewpoint Kerala Saksharatha Samithi, the chief agency of Post Literacy Campaign in Kerala, implemented the scheme in all fourteen districts with an organizational structure, training strategy, method, model, monitoring and evaluation with special project officer and assistant project officers, were similar to the one adopted in the TLC. Separate Post literacy handbooks for instructors and Primers for neo-literates were prepared and distributed. Apart from this, various agencies like SRC, KSS, and Center for Adult Continuing Education of Kerala and Calicut University inscribed and disseminated a number of supplementary reading materials for neo-literates. Akshara Deepam was a fortnightly newspaper for neo-literates published by SRC.

Following were the main objectives of the Post-literacy Campaign in Kerala

- Ensure retention and up gradation of the skill that have already acquired
- Organize activities for the sustenance of the skill for ever.
- Create atmosphere to apply the acquired skill for personal and community development.
- Give non-formal education to the drop out from school.
- Supply further reading materials to the neo-literates.
- Provide opportunity to re-enroll for the drop outs from literary classes and to those who were unable to attend TLC.

When the post literacy phase was completed on 31st May 1993, around 21901 *aksharasangom* and 2500 *Jana Vidya Kendras*, both had been set up in all districts during PLC phase and constituted as the permanent network for implementation of the post literacy and continuing education, were in operation with their effectively trained and functioning conveners. Because of some unpredictable reason, some delay occurred in the implementation of the Post Literacy Campaign. There were 1.19 literacy centers with 10.62 enrolled learners in which only 4.02 were neo literates who completed the Primer 1 and successful in evaluation. The remaining 6.6 lack were fresh illiterates and was unable to complete primer 1 or success in the final test.

As in many part of India, Kerala also got the experience and effective lessons from the draw backs and successfulness of former programmes that inspired to open the door to establish a centrally sponsored permanent programme of adult learning called Continuing Education Programme.

1.4.26 Continuing Education Programme (CEP)

Though the scheme of Continuing Education Programme was launched in India in 1995, the actual implementation of the programme in the State was initiated by the KSLMA on October 2, 1998, due to the considerable time required to establish and prepare a continuing education centre with its infrastructure facilities and functionaries. The responsibility to identify the centres, positioning of preraks and other functionaries attached to the centres at different levels were given to the local bodies. The main beneficiaries of CECs were neo-iterates, semi - iterates, non-literates, school dropouts, pass outs and other community members. Thus up to 2005 December, there are 4000.

centres. And total number of preraks and assistant preraks were 8000. The administrative system of CEP of Kerala is highly decentralized.

Unlike in other Indian states, with the effort of a committed government, the Scheme of Continuing Education was launched in all fourteen districts simultaneously. For this, it fully utilized the potential of the three - tier panchyathi raj institutions. As according to the norms of National Literacy Mission (NLM) for the first three years of its implementation, the Scheme of Continuing Education get 100% assistance from the Directorate of Adult Education (NLM) and the State Governments were required to share 50% of the expenditure during the fourth and fifth years of the project. Thereafter, the state is expected to take over the total responsibility for sustain the programme in the end. Financial assistance is provided for the establishment and maintenance of the CECs by Kerala State Literacy Mission Authority (KSLMA) an autonomous body constituted for this purpose.

Under the strong grassroots three- tier democratic system, local governments, comprising elected members who are representatives of people from all sections of society including women and marginalized groups and are sensitive to the needs of people, plan and implement the development schemes. Besides, under this system the panchayats are responsible for all development schemes, including all forms of education. There for mobilization of the community and management of the community resources and coordination of the various developmental activities become easier. The local government provides funds for the planning and implementing of the various activities which are the result of collective decisions based on the needs of the community and there for the continuing education centres in Kerala normally have few problems in obtaining adequate funds and facilities for their effective functioning. Besides the collection of the corpus fund is unique to the state of Kerala. A membership fee of Rs. 1 per month is levied on each learner for the use of facilities at the CEC. The people have responded positively by contributing more than Rs. 40 million. This step ensures an intimate sense of ownership and guarantees the participation of community members in the learning centre activities. The comparatively high literacy rate of the state has helped to enlighten the people to demand for their rights and it difficult for any public authority

to resist their reasonable demands for things like schools, learning centres, health centres and vocational training.

People's Planning Program (PPP), a project intended to transfer power and resources to the local bodies and to ensure people's participation in decision making and implementation process of developmental activities were progressing when the CEP was launched in the State. The PPP enabled the praraks to assess the educational needs of the local people, to conduct studies and discussions with people about their requirements and problems, to link the activities of CECs with development projects of the government, and to plan the activities of the centre in consonance with the need of the beneficiaries.

1.4.26.1 State's Vision about Continuing Education Programme:

A Learning Society, in which all citizens of the state are permanently engaged in learning process, who take full advantage of opportunities provided by the Continuing Education Centre and all Learning Centres of the Society are educational providers, but it not like those type of agencies whose primary responsibility is education.

1.4.26.2 States Mission about Continuing Education Programme:

- Give an opportunity to the learner to acquire required facilities for lifelong learning with valuable certificates that are helpful for attaining different competencies, self-sustenance and self-reliance.
- In order to sustain the Literacy Program and improving the standard of living of the locality people, promote Income Generating Programmes (IGP) through continuing education centres.
- Equip learners and the community with the essential knowledge and skills through the Quality of Life Improvement Program (QLIP) of the centre, which enable them to improve their general well-being and the degree of excellence in their lives.
- Provide opportunity to the individuals to participate in and learn social, cultural, spiritual, physical and artistic interests of their choice though the Individual Interest Promotion Program of the centre (IIPP).

1.4.26.3 Objectives of Continuing Education Programme in Kerala State:

- To provide facilities for the neo-literates for retention of literacy skills and help them to learn beyond basic literacy levels.

- To find out reasons for dropping out and have remedial measures to help the dropouts and neo-literates to join formal or Continuing Education Centre classes
- Help to acquire self reliance in literacy and numeracy and to help the neo-literates, dropouts, and pass outs from the primary schools to have access to ways of improving life conditions.
- To organize vocational and technical programs which will help the neo-literates to acquire and upgrade vocational skills and also to train them for income generating activities according to local needs and interests of the learners help them to acquiring skills to general and economic well being.
- To improve quality of life of the members by eradication of hindering factors to a persons development and educating them in biological, social, economical and humanistic aspects of life
- To pool and mobilize expertise of the local level intelligentsia for supervision and evaluation of developmental activities.
- To make available the knowledge and services of educated women for the upliftment of women.
- To equip the earners through courses to utilize leisure time for the needs of the local adult society, like sports, music, dance, drama etc and imbibing the values of
 - National integration
 - Conservation of natural environment
 - Women's equality
 - Observance of small family
 - conservation and improvement of the environment

For achieving the above objectives various departments can be collaborated with CEC in Kerala on voluntary basis. Following are few examples:

- 1 Institute of Food and Craft
- 2 Jan Shikshan Santhan
- 3 Social Welfare Advisory Board
- 4 Department of community Medicine
- 5 Field and publicity Department
- 6 Khadi and Village Industry Commission

1.4.26.4 Activities of CEP in Kerala

In order to meet the objectives of the programme all the centres established in the state work conducts all or many of the following activities. In addition to the core and target specific activities, some of the centres work as Information Centers, Janasevana Kendras, Marketing Centres, Coaching/ Tuition /Career Advance Centres and Training Centres. These activities include:

- 1 **Literacy classes** – Conducts classes for non-literates, neo-literates, semi-literates, and drop-outs.
- 2 **Library and Reading room**- moving library, CEC library
- 3 **Learning centre** – inside the CEC/ public gathering places/ school. It organizes various programmes. The most commonly organized programs are Awareness Camps and Medical Camps like blood donation camps, eye donation camps, polio vaccination, total sanitation, charitable activities and special programs for women and children (under Balavadi), cultural programs for children etc. Future oriented programs, labour bank, medicine collection and free distribution, environment protection activities, formation of various clubs and upliftment programs for handicapped are some of the other attractive activities taken up by NCECs and CECs.
- 4 **Training centre** -distinguished personalities from different field can be connected in various ways to provide training to the needy persons. For example to provide training to the farmers in high yielding variety of seeds, use the help of specialist in seeds.
- 5 **Information centre** - it should be a centre for Collecting, exhibiting and distributing forms, provide information, and supply of all government level information, application forms and other valuable documents to the beneficiaries. These may include:
 - Welfare activities of the government, NGOs, private individuals etc.
 - List of hospitals, doctors, medical institutions, patients with rare but same diseases from the locality.
 - List of educational institutions, scholarships, coaching centers. scope of various courses former students from the same course, institution, locality, etc

- Information regarding availability of various commodities, producers, distributors, and sellers etc
 - According to the age, socio-economic conditions and requirement, it also needs to keep a detailed information of each individuals of the locality
- 6 **Discussion group (Charcha Mandels)** - Beneficiaries can be divided in to specific categories based on various criteria like age, sex, educational level, employment engaged, religion, social status and roles, need, interest, changeable from time to time etc.
 - 7 **Developmental centre** -by co-operation and co-ordination of the activities of various governmental and non government organizations.
 - 8 **Cultural centre**-preservation, transformation and transmission of culture heritage of a particular locality.
 - 9 **Community Counseling** -Centres are the places where people in distress can come and open up their minds. The Community Counselors will refer those cases to experts which need professional help.
 - 10 **Akshara Santhwana Sena (Literacy Peace Corps)**- The basic philosophy of Santhwana Sena' (Literacy Peace Corps) is to build up a cadre of volunteers in each District who can be deployed to any place where an untoward incident takes place or is likely to happen. It is similar to a Rapid Action Force sans weapons. Their weapon is love and empathy. They spread the message of love and mutual trust, and try to heal the rift between different groups. They also engage in relief activities. The volunteers also provide help and support to people in distress.
 - 11 **Jana Sevana Kendra:** It collect bills, distributing application forms, informing government notifications, giving all kinds of assistance for needy people
 - 12 **Sports centre-** It encourages sports activities among the beneficiaries of the locality.
 - 13 **Income Generating Program:** Income Generating Programs are those which help participants to acquire or upgrade vocational skills and enable them to conduct income generating activities. Educationally disadvantaged and socio-economically backward people of the locality are the main focus of the programme.

- 14 Equivalency programme:** Equivalency Programme has been designed by KSLM in order to help the neo literates to qualify themselves at par with those who finish formal education. The programme provides an alternative education program equivalent to the existing system of formal education irrespective of age. Equivalency Classes are conducted for IV, VII and X standards. For Xth there are A Level and O level examinations. Training for this is imparted in all the 14 districts with the help of local bodies. Trainers are given special orientation. KSLM issues certificates to those who successfully complete these courses and these are deemed to be equivalent to the respective levels in formal education.

A Separate Equivalency Examination Board established under the Govt of Kerala was responsible for the conduct of Equivalency Examination. It consisted of nine members including Education Secretary as its Chairman, KSLMA Director as Member Secretary. The certificate for the beneficiaries of Equivalency Program was awarded by KSLMA which were useful for higher studies and for employment.

KSLMA is responsible for forming syllabus, content, books and other learning teaching material for the classes and examination. The prescribed books for literacy classes were Primers I, II & III. The content of this books included alphabets, numbers, reading, writing and numeracy. It also contained lessons on areas of environment education, population education, scientific concepts, issues on socio-cultural, economic and women –education.

Equivalency classes for VIth class were held with free of cost in the state. For class VIIth a registration fee of 20 was charged. Except a few, who could afford the expense of the books was free of cost. However, both Xth A level and O level were self financing courses and so the beneficiaries had to pay expenses for the exam. The equivalency provide opportunity to learners who belongs to neo-literates, drop out and pass out from lower primary, upper primary, and from high school.

Normally Preraks / Assistant prerak conducted classes. During necessary occasions external teachers were also appointed for this purpose. This was also clarified during the discussion with beneficiaries

- 15 **Individual Interest Promotion Program (IIPP):** In contrast to Quality of Life Improvement Program which aims at establishing a common base-line for effective living for all citizens, the IPPs provide learning experience to promote and improve individual interest - social, cultural, and spiritual of all adults, especially youth, women and the people in rural areas.
- 16 **Neighborhood Family Circles:** The Neighborhood Family Circle is a unique concept conceived and developed by the Kerala State Literacy Mission Authority. The philosophy behind this concept is that the development of an individual cannot be achieved in isolation. An individual is a part of the family and as such his/her overall development depends on the wellbeing of the family as a whole. Under the Neighborhood Family Circle there are separate circles (groups) for each and every member of a family. There are Children Circle, Adolescent Boys and Girls Circles, Circles for Men and Women and Elders. These circles also serve as the community structure for implementing the Continuing Education Program in the District. A community circle would include all the members of a family except children below 5 years. These circles shall serve as the community structure for implementing the Continuing Education Program in the District.
- 17 **Marketing Centre:** this is for sale of produced goods of CECs, income generating products of learners, promotion of industry, self employment opportunity and providing marketing facility.
- 18 **Training Centre:** It gives all types of training to the beneficiaries (as required), promotion of employment opportunity, preraks work as resource persons.
- 19 **Tuition Centre (Career Guidance Centre):** Conducting tuitions classes (with nominal fee) to learners of different classes, and reduced fees for neo-literates.

1.4.26.5 Structure of Various Saksharatha Samithies in the State

“Kerala Saksharatha Samithi” (KSS) was redesigned as Kerala State Literacy Mission Authority (KSLMA), the General Council and Executive Committee of the KSS were also reconstituted. As fourteen District Saksharatha Samithies were wound up from 30-6-1997 and formed District Panchayat/ Corporation/ Municipal / Grama Panchayat Saksharatha Samithies in the Districts, as recommended by the Executive Committee of KSLMA. Various Samithies¹, were constituted in each district are given below:

I District Saksharatha Samithi (DSS)

1. Chairman - District Panchayat President
2. Vice Chairman - District Panchayat Vice-President
3. Chief Coordinator - District Collector
4. Coordinator (Finance & Administration) – District Panchayat Secretary
5. Convener - District Project Coordinator, Literacy Mission
6. Members - Welfare Standing Committee Chairman
 - Executive Committee Member, KSLMA
 - Secretary, Corporation
 - Secretary. Municipality (1) - Nominated by Dist. Panchayath
 - President, Block Panchayath
 - Secretary, Block Panchayath Nominated by Dist. Panchayath
 - President, Grama Panchayath
 - President/ Secretary, District Mahila Samagom Union
 - District Library Council Representative
 - Voluntary Organization Representative
 - Literacy Worker
 - District Adult Education Officer
 - Asst. Development Commissioner (FLP)
 - Project Officer (FLP)
 - District Officer (DPEP)
 - Senior Lecturer - DIET
 - District Co-coordinator (Kerala Vikasana Padhathi)
 - District Information Officer Deputy Director, Panchayath
 - Nodal Continuing Education Centre Prerak.

II. Block Panchayat Saksharatha Samthy (BPSS)

1. Chairman - Block Panchayat President
2. Vice Chairman - Block Panchayat Vice President
3. Coordinator (Finance & Administration) - Block Panchayat Secretary
4. Convener - Nodal Continuing Education Centre Prerak
5. Members (selected by BPSS) - Welfare Standing Committee Chairman

1. University of Mysore, Department of Education, *First External Evaluation of Continuing Education Programmes, Idukki*, Sponsored by National Literacy Mission 2006

- Headmaster, High School
- Social worker
- Mahila Samagam Member
- Block Coordinator, Kerala Vikasana Padhathi
- Member, Library Council
- General Extension Officer
- Voluntary Organization Representative
- Literacy Workers (2)
- Nodal Continuing Education Centre Prerak

III. Grama Panchayat Saksharatha Samithy (GPSS)

1. Chairman - Grama Panchayat President
2. Vice Chairman - Grama Panchayat Vice President
3. Coordinator (Finance & Administration) - Grama Panchayat Secretary
4. Convener - Continuing Education Centre Prerak
5. Members (selected by GPSS) - Welfare Standing Committee Chairman
 - Voluntary Organization Representatives (2)
 - Literacy Workers (2)
 - Mahila Sangam Representatives (2)
 - Village Extension Officer
 - Member, Library Council
 - Continuing Education Centre Preraks.

IV. Grama Panchayat Ward Saksharatha Samithi (GPWSS)

(GPWSS is formed only in the Ward of CEC)

1. Chairman - Ward Member
2. Convener - Continuing Education Centre Prerak
3. Members - Headmasters in the concerned ward
 - Social Workers (2)
 - Voluntary Organization Representatives (2)
 - Literacy Workers (2)
 - Mahila Sangam Representatives (2)
 - Anganwadi Worker

- Nominee from Library
- Village Extension Officer

V. Municipal Saksharatha Samithy (MSS)

1. Chairman - Municipal Chairman
2. Vice Chairman - Municipal Vice Chairman
3. Coordinator (Finance & Administration) - Municipal Secretary
4. Convener - NCEC - Prerak (selected by MSS)
5. Members
 - Chairman Standing Committee
 - High School Head master
 - Social Workers (2)
 - Educationist (1)
 - Literacy Workers (2)
 - Mahila Samgam Representative (1)
 - Member, Library Council
 - Project Coordinator, Saksharatha Mission
 - NCEC Preraks.

VI. Municipal Ward Saksharatha Samithi (MWSS)

(MWSS is formed only in the Ward of CEC)

1. Chairman - Ward Councilor
2. Convener - Continuing Education Centre Prerak
3. Members
 - Headmasters (Concerned ward)
 - Social Workers (2)
 - Voluntary Organization Representatives (2)
 - Literacy Workers (2)
 - Mahila Samgam Representatives (2)
 - Nominee from Library

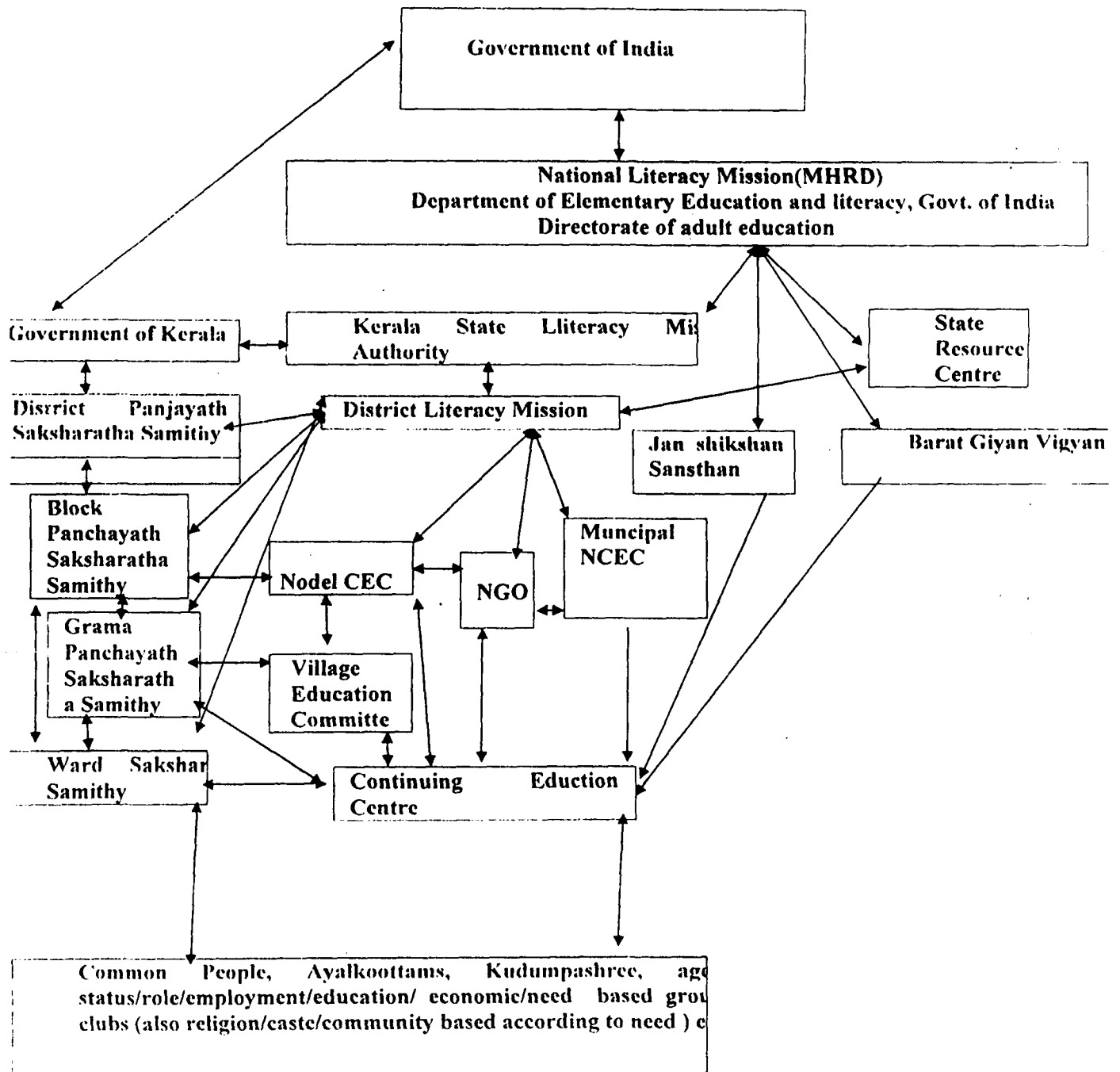
1.4.26.6 Organization setup of CEP (in Kerala)

The Continuing Education Project of Kerala State Literacy Mission Authority (KSLMA) under National Literacy Mission (NLM) is implemented through local bodies and NGOs. A network of voluntary workers and other activists are oriented towards the objectives of Continuing Education Programme. Several organizations both

Governmental and Non-governmental are included in the project for resource mobilization, implementing and training. Various level training were conducted for different groups involved in Continuing Education with the support of SRC, SCERT, DIET, Govt. Departments, Universities, NGOs, Population Cell, CDC etc.

There are active involvement the efforts of 1) Kerala State Literacy Mission Authority (KSLMA), 2) State Resource Centre (SRC), 3) District Literacy Mission (DLM), 4) Continuing Education Centres, 4) Nodal Continuing Education Centres (NCEC), 6) Local self Government, 6) Common public 7) NGOs 8) Self Help Groups, 9) Jan Shiksha Sadans etc. The District Literacy Mission i.e., Zilla Saksharatha Samithi (ZSS) is the official implementing agenda of the CEP in the District under the guidance of KSLMA. Diagrammatic representation of CEP is given in *Diagramme 1.2*.

Diagram 1.2
Organization setup of CEP (in Kerala)



**1.4.26.7 The Functionaries of CEC:**

The whole responsibility of a CEC is under a Prerak and to help her/him in many CECs may be an assistant preraks also. Both of them are expected to have a close rapport with each members of each family in that particular locality from which they are selected and appointed. The prerak/s joins in CEP with a missionary, not a mercenary spirit.

In most of the district a committee for selection of Preraks and Assistant Preraks was constituted with the Block Panchayath level President and Secretary, Representatives of ZSS and the Community. Advertisement given in the local news papers and the interview was conducted by the members of the above committee. The eligibility criteria for selection of Prerak and Assistant Preraks was a pass in 10th. Preference was given to the applicants who had higher qualification and experience in the programme, and also to female candidates.

The success of the centre largely depends on the Preraks qualification, abilities, zeal, and enthusiasm to serve the society. They may be from male or female with social service interest. They cannot work in isolation. Both Prerak and Assistant Prerak take initiative in organizing activities of the centres. Further they got support from different agencies / groups / units / organizations / institutions in organizing various activities of the centres. Such as DIETs, DRU, Polytechniques, NGOs, Janashikshana Samsthans (JSS), PRIs, Education Departments, Health & Family Welfare Department, District Rural Development Authority and other Departments of the Government, which extend their co-operation for promotion and sustainability of CEP in the District. To give training to the Preraks, planning courses, selecting designs, materials and techniques, monitoring and evaluating there are Key Resource Persons (KRP) under SRCs, DIET, various related departments of universities/ Local Self Governmental Organizations, NGOs etc.

CECs functioning and effectiveness largely depend on Preraks ability to work with other institution and groups, to establish functional linkages with local school, cooperatives, NGOs, groups of different types, clubs, associations, self help groups and other community based organizations. They act as a connecting link between the people and various organizations. At the same time moves only according to the systematic

planning and order of its higher authority. i.e., there is a hierarchical type relationship from top-level functionaries to bottom.

According to the well planned schedule, CECs functionaries will get detailed information about the curricular and co curricular activity from higher level authorities' programmes /activities to be followed in one particular month during their Monthly Monitoring Report (MMR). They have to decide the most suitable method and programme that have to be adopted in that particular locality and they have to discuss it with the Village Education Committee and according to their decision final form will come. This committee will decide the most suitable persons to perform each part and aspect of that particular programme. They may or may not be prerak. And if they are unable to find them prerak can seek help from those who are above them in the hierarchies.

1.4.26.8 Scope of CEC in Kerala

- Literacy-basic, functional, legal, consumers, environmental, biological, social, democratic etc.
- Creation of democratic, secular, socialist, and global but decentralized India with its inherent ideas and values.
- A practicable model to bring equality with justice to the down trodden section of society, prevention of exploitation of other down trodden i.e. bring gender justice, prevention of atrocities against women or girl child, and empowerment of SC, ST, and rural people.
- To prevent, cure and control epidemic and non epidemic diseases like AIDS, Chicken Gunia, Dunki, TB, Malaria, Polio etc and provide rehabilitation to the affected.
- Create communal harmony, national integration and international understanding with in the mind of the people.
- It acts as one of the best approach for population education
- Provide opportunity to skill development, self employment, formation of Self Help Groups and agriculture or locality based other small scale industries and employment creation. Thus economic development of the masses and finally our nation by reducing wider gaps between the haves and have-nots.

- Inculcating to live with Indian values of unity in diversity respecting the values and believers of different religions.
- Creation of peaceful, joyful, healthy and terrorist free family, school, society and nation.
- Establishment of pollution free clean environment and surroundings through creating awareness, teaching and active participation from top leaders to the grassroots beneficiaries.
- Development, finding out and provision of various welfare schemes, information of important services and programmes to the most needy according to the socio-economic and environmental conditions of the locality.
- Create citizens and leaders who practice democracy and thus make Indian democracy a big success.
- Other services like help to find suitable life partners, sex education, suitable recreational activities etc.
- CECs can also help to prevent many social evils like corruption, dowry, female feticide, delinquency etc.
- The successful completion of Brail literacy programme of kerala shows how CECs can play a major part to integrate the special need children with the mainstream.

All the above-mentioned problems or conditions can be connected with either the Core or the TSP of CECs. An effective approach to solve above mentioned and various other problems, to mobilize resources, establish or implement, and distribute schemes programs/ strategies are possible through CECs. If take seriously, these programmes can be utilized according to the economic, social, religious, political, educational, and geographical requirements of the individual and locality, that really will help to make India one of the most powerful nation of the world in coming future.

1.4.26.9 Monitoring

The over all responsibility of monitoring the program was with the ZSS of the district under the guidance of KSLMA. For this purpose, there is a Monthly Monitoring Review Committees at District, Block and Panchayat level. The activities of CEP were being monitored monthly as detailed below:

- Monthly Monitoring Review (MMR) meeting will be held at village level on every month. All the preraks of CECs have to attend the meeting and submit the report to the respective Nodal Preraks.
- MMR will be held at Block level on every month. It will be convened by the Block Coordinator or Assistant Coordinator. Preraks of all the NCECs attend the meeting and submit the report to the Block level Coordinators.
- MMR meeting will be held at District level on every month and will be convened by the District Project Coordinator. All the Block level Coordinators/Nodal Preraks attend the meeting and submit their reports to the Project Coordinator.
- MMR meeting will be held at the State Level on every month. The District Project Coordinator submits their report to the KSLMA Director / Assistant Director.

In addition, the Village Education Committees monitor day to day functioning of the CECs and ensure participation of the community. The administration of CEP in the District lied in the Head Office of ZSS with proper coordination at District, Block, Taluk and NCEC / CEC levels

Started from the pilot experience of Kottayam municipality and Ernamkulam Campaign, Kerala has made several persistent and dedicated attempts to reach in the present literacy scenario. These consistent efforts together with the locality and community specific strategy really helped Kerala to reach in the top position in literacy and other socio-cultural development. The effective launching and successful implementation of TLC, PLC and CEP in Kerala were the result of concerted and continuous efforts of various governmental and non-governmental agencies, perseverance and hard work of several social activists, decentralized panchayathi raj institutions and local leaders. In all those programmes the adopted strategies were effective planning, discussion, reviewing, learning from experience, making most suitable correction, plugging loopholes and new programmes were launched if required, which made Kerala a model to emulate to all other stats of India. The CECs in Kerala has developed into a unique institution of permanent learning that have ability to develop human resources of the lowest section of society and if able to fully achieve its objectives, will became a role model to many Indian states to follow for finding solution to their socio-economic problems. The state's annual plan for 2003-04 has announced opening of an Educational

Guarantee Scheme to enroll the left-outs and the dropouts, while concentrating on quality education. According to a recent National Sample Survey Organization (NSSO) report, the literacy rate in India during 2004-05 was 64%, with Kerala having 83% of its rural population and 85% of its urban residents as literate. To show the difference in literacy level between India and Kerala, the decadal literacy rate of India and Kerala has given in Table 1.3. The District wise increase of Literacy rate in Kerala from 1991 & 2001 Census is given in Table 1.4. The existing status of NCECs and CECs is given in Table 1.5

1.5 LOCAL SELF GOVERNMENTS IN KERALA.

The history of local self-governance in India is so long that stretch far back to the tenth century caste dominant institutions or village Panchayat or elected body to the recent 73rd and 74th constitutional amendments that came into force on 20th of April 1993. The amendments have given constitutional guarantee to the local bodies and there for heralded a new era for decentralized planning. All the state governments had to enact confirmatory legislations making their laws conform to the broad framework enunciated in the constitution. These amendments have guaranteed that local self-governments throughout the country will have a uniform structure with regular and periodic elections and forced the creation of an intermediate tier (the block panchayath) even in small states like Kerala where all political parties unanimously agree that it is unnecessary.

Table 1.3
STATUS OF LITERACY RATE IN INDIA AND KERALA
FROM 1951 TO 2001 CENSUS

Year	India	Kerala	Gap in literacy rate between India and Kerala
1	2	3	4
1951	18.33	47.18	29
1961	28.30	55.08	27
1971	34.45	69.75	36
1981	43.57	78.85	35
1991	52.21	89.81	38
2001	65.38	90.86	25

Source: Censes India, 2001.

Table 1.4
DISTRICT WISE INCREASE OF LITERACY RATE IN KERALA
FROM 1991 & 2001 CENSUS

State/Districts	No. of illiterates		Decadal decrease increase over 1991	Percentage contribution in decrease/increase
	1991	2001		
1	2	3	4	5
Kerala	6412057	6355686	- 56371	100.00
Kasaragod	323605	320218	- 3387	6.01
Kannur	464139	437553	- 26586	- 47.16
Wayanad	197516	203884	+6368	+11.29
Kozhikode	548808	543689	- 5119	- 9.08
Malappuram	869046	870962	+1916	+3.40
Palakkad	723454	678664	- 44790	- 79.46
Thrissur	572032	536640	- 35392	- 62.78
Ernakulam	512365	526985	+14620	+25.94
Idukki	255038	246763	- 8275	- 14.68
Kottayam	272859	285380	+12521	+22.21
Alappuzha	332774	350182	+17408	+30.88
Pathanamthitta	191293	184140	- 7153	- 12.69
Kollam	495247	494764	- 483	0.85
Thiruvananthapuram	653881	675862	+21981	+38.99

Source: Census India, 2001

Table 1.5
DISTRICT WISE ALLOCATION OF NCECS/CECS

Name of the district	Total no of NCECs			Total no of CECS		
	Working on non rent building	Working on rent building	Total	Working on non rent building	Working on rent building	Total
Kazarcod	16	1	17	133	0	133
Kannur	33	0	33	271	0	271
Wayanad	12	0	12	81	14	95
Kozhikode,	37	0	37	271	0	271
Malappuram	21	18	39	137	160	297
Palakkad,	38	0	38	259	39	298
Thrissur	49	0	49	258	5	263
Ernamkulam	48	0	48	281	12	293
Idukki	10	5	23	106	22	168
Kottayam,	32	2	34	227	14	241
Alappuzha	44	0	44	249	12	261
Pattanamthitta	19	0	20	137	0	161
Kollam	30	5	35	237	12	285
Thirivanandapuram,	41	5	46	283	20	302

Based on the document of KSI MA, December 2006

Presently, Kerala is administered by 1214 local governmental intuitions consisting of 991 Village Panchayaths, 152 Block Panchayaths, 14 District Panchayaths, 53 Municipalities and Five Corporations. These institutions together constitute the local self-governmental bodies of Kerala. For easy administration, these local self-government institutions have divided into wards and there is an elected representative from each ward. they are the representatives of the respective bodies. Accordingly, Kerala has divided into 13257 Village Panchayath wards, 1638 Block Panchayath Wards, 1597 Municipality Wards, and 307 District Panchayath Wards. Total number of elected representatives is 14189. Recently about 13000 employees as their own staff and about 55000 Government employees have been transferred to the control of local self-government institutions.

Table 1.3 shows the distribution of Village / Grama Panchayats, Block Panchayaths, Municipalities, Corporations and District Panchayaths with their corresponding number of wards.

The salient features of Kerala local self-governmental institutions are summarized below:

Grama Sabha: Every constituency of the village panchayath of Kerala have Grama Sabha, that is one of the most formidable formal and non-formal institutions having clear rights and responsibilities, with absolute powers for identification of beneficiaries, strong advisory powers for prioritizing developmental needs and the democratic check on way ward administration through wide powers of social audit.

- a. **Definition of functional domains:** in all possible areas of the different tiers of PRIs have been made by Kerala state with sharp, clear and precise functional differentiation. These role-range for local governments varies from role such as - Agent, Adviser, Manager, Partner and Actor - with the objective being to reduce the agency role and expand the autonomous - actor role.
- b. **Committee System:** Each local self government of Kerala had Standing Committees which are constituted in such a way that every Member of the Panchayat gets a chance to function in one Standing Committee or the other to make them a part of the administrative and decision making machinery.
- c. **Prohibition to members of the Parliament and Legislative Assembly** to become the members of the local governments.

Table 1.6
LOCAL SELF GOVERNMENTAL INSTITUTIONS IN KERALA

District	Grama panchayath		Block Panchayat		Municipalities		Corporation No. of Corporations	District Panchayat	
	No. of Panchayats	No. of wards	No. of block Panchayat	No. of wards	No. of Municipalities	No. of wards		Total number	No. of wards
Thiruvananthapuram	78	1096	12	129	4	120	1	1	25
Kollam	69	1030	13	136	2	56	1	1	24
Pathanamthitta	54	634	9	91	3	81	-	1	15
Alappuzha	73	935	12	121	5	162	-	1	21
Kottayam	74	950	11	116	4	109	-	1	21
Idukki	51	612	8	80	1	28	-	1	15
Eranakulam	88	1118	15	153	8	203	1	1	25
Thrissur	92	1223	17	173	6	154	1	1	27
Palakkad	90	1178	13	141	4	130	-	1	26
Malappuram	100	1460	14	165	5	178	-	1	30
Kozhikode	77	1090	12	135	2	78	1	1	25
Wayanad	25	354	3	36	1	21	-	1	15
Kannur	81	1049	9	109	6	211	-	1	23
Kasaragod	39	528	4	53	2	66	-	1	15
Total	991	13257	152	1638	53	1597	5	14	307

Source: Census India, 2001

- d. Curtailment of direct Govt. Control of Local Self Governmental Institutions in the day-to-day affairs or individual decisions of the Panchayat Raj Institutions.
- e. Fixed number of seats in the Grama Panchayats and Block Panchayats.
- f. Responsible governance features like
 - Right to Information
 - Citizens' Charter
 - Mandatory and developmental functions:
- h. Enactment of Kerala Local Self Government (Prevention of Defection) Act, 1999 to prevent defection by Local Self Government.
- i. Supremacy of the elected body.

The executive head of the Panchayat Raj Institutions is the President. The senior most officials of various departments brought under the control of the Panchayat Raj Institutions have been declared as the ex-officio Secretaries for that subject. With regard

to the execution of the decisions of the elected body more responsibilities are given to the Secretary and the other employees. The Panchayats have full administrative control including powers of disciplinary action over its own staff as well as staff transferred to it. In order to ensure a healthy relationship between officials and elected members, the Act prescribes a code of conduct, which lays down certain directive principles of polite behaviour, respect for elected authorities and protection of the freedom of the civil servant to render advice freely and fearlessly.

j. Liability to declare assets of the elected members.

k. Setting up of an independent institutions

As envisaged in the Constitution, the act has provisions for creation of independent institutions, to exercise various aspects of local government functioning. It was established with the purpose of reducing governmental control and to boost the growth of self-government. They are listed below:

- The State Election Commission
- The Finance Commission
- Ombudsman for Local Governments
- Appellate Tribunals
- State Development Council

l. Legal space of PRI in ails legislations having something to do with their functions.

m. Employees of the Local Self Government Institution are bound to attend to any duty assigned to them

n. People's Plan

o. Performance Audit and Social Audit

p. Constitution Amendments and Amendments to allied enactments:

Thus through the following facts, the extent of decentralization and its nature can be gauged as:

- In the Health sector all institutions other than medical colleges and big regional specialist hospitals have been placed under the control of the local governments.
- In the Education sector, in rural areas the high schools and upper primary schools have been transferred to the District Panchayaths and the primary Schools have

been transferred to Village Panchayaths. In urban areas, all schools have been transferred to the urban local governments.

- The entire responsibility of poverty alleviation has gone to the local governments: all the centrally sponsored anti-poverty programmes are planned and implemented through them.
- As regards Social welfare, barring statutory functions relating to juvenile justice, the entire functions have gone to local governments. The ICDS is fully implemented by Village Panchayaths and Urban Local Bodies. Care of the disabled, to a substantial degree has become a local government responsibility.
- In the Agriculture and allied sectors, the following have become the de facto and de jure local government functions.
 - Agricultural extension including farmer oriented support for increasing production and productivity.
 - Watershed management and minor
 - Dairy development.
 - Animal Husbandry including veterinary care.
 - Inland fisheries.
- Barring highways and major district roads, connectivity has become local government responsibility.
- The whole of sanitation and most of rural water supply have moved over to local governments.
- Promotion of tiny, khadi, cottage and small industries is mostly with the local governments.
- All the Welfare activities and poverty reduction are now largely dependent on local governments. The local governments also administer welfare pensions.
- Other critical institutions of public service like anganwadies, veterinary institutions, Krishi Bhawans, hostels for Scheduled Castes, Care Institutions for different disadvantaged groups, library services and subjects such as land development and housing, etc have been transferred to local governments on as is where is condition.

- Local infrastructure creation and considerable area of responsibility in primary sector is also largely in the domain of Panchayaths and Nagarapalikas.
- Local governmental institutions are also responsible for some typical activities having non-plan nature. They include:
 - Routine and heavy maintenance of infrastructure
 - Upkeep and maintenance of equipment
 - Replenishment of consumables
 - Administrative charges relating to telephone, water, electricity, fuel etc.
 - Noon-meal cost in schools.
- q Redeployment of resources and Government employees by way of the transfer of functions to the local governments
- r Participatory Budgeting that allows opportunity for citizen and expert to have interaction, intervention, and involvement.
- s Technical Sanction by Technical committees drawn from engineering experts of Governmental, academic and nongovernmental sources at the Block/ Municipal/ Corporation/ District levels.
- t Monitoring by independent institutions
- u Massive programme for Citizen Education including publication of a booklet on Citizen entitlements.
- v Awareness Building to teach common masses through Press Medias and TV broadcasting, special meetings of NGOs make them conscious about citizen entitlements vis-à-vis local governments.
- w Applications of IT and computerization of all its local governments.
- x Clear enunciation of eligibility and prioritization criteria to select beneficiaries

1.6 JUSTIFICATION FOR THE PROBLEM

Continuing education is significant because it not only help to acquire literacy, but also a means to achieve a life long learning society which is necessary for socio, economic, cultural and political development of the individual and society. It aims to bring social change and transformation by creating a healthy society that is able to help its members to attain fuller development and mentally health.

Until the formation of the first structurally serious nation wide adult education programme called National Adult Education Programme (NAEP), the efforts to tackle the problem of Adult Continuing Education was not seriously taken by the Government. However, this programme was not able to achieve many of its objectives. The national policy on education, 1986, emphasized the importance of adult education in a separate section entitled “non-formal education, (NPE, 1986)”. The emphasis given to this field by the NPE 1986 was resulted in the establishment of National Literacy Mission with its mission approach. It opened the door to the Total Literacy Campaign in many part of the country. Post Literacy and Continuing Education Programmes was followed it. These programmes raised the literacy level of the nation from 43.56 in 1981 to 64.38 in 2001.

The confidence in organizing themselves for their rights and schemes for common beneficial activities in various part of the country, in particular those places where the schemes have successfully completed is an evidence to show that these programmes were successful. It also light on the fact that the learners and other beneficiaries of these types of programmes have identified that age is not at all a bar on the learning process. Thus, to sustain the needs of the neo-literates, to enhance their capability of reading, writing and refreshing memory some permanent institutional set up is a necessity. The Continuing Education Programme is established with these objectives. If the government is not ready or unable to take its responsibility fully, then its sustenance is a big question that cannot be easily answered.

Under the 73rd and 74th amendments panchayathi raj institution has become a constitutional necessity in all over India. To give meaning to the life and freedom of the poor masses of India, development from grassroots level is essential. The state like Kerala, which have implemented grassroots decentralization, is one of the best examples to show that through decentralization many socio-economic objectives of the nation can be achieved. The successful functioning of these institutions largely depends on the representatives, who are the elected bodies from the locality. In order to perform their roles fully, representatives needs right knowledge about their roles. Functionaries of the centre require how to make use of representative's maximum for the benefit of the centre and community. Besides the organizers and functionaries of this programme requires sufficient knowledge about the factors that can ensure maximum involvement from the

representatives. Local community need to use these centres for achieving its various objectives, which are beneficial to them, and to acquire maximum utility from it. All these factors lead the investigator to conduct an evaluative study about the role played by locale self-government in continuing education programme of Kerala state.

1.7 SIGNIFICANCE OF THE STUDY

There is a need to throw light on the degree of success of the Continuing Education Programme in achieving the set objectives, problems, and failures there in, and consequently the legitimacy of the whole programme. Detailed feedback and critical evaluative studies at this stage are specifically necessary to concentrate in the specific objectives of the Programme and to improve the efficiency of the existing programme. Since such studies are being a necessity particularly in Kerala, the present effort is to make one such study.

Than merely doing mechanical evaluation, here the concern is more about examining the objectives about the conditions and circumstances that accompany the successful implementation of Continuing Education Programme. The primary sources used in this study are views of Panchayat/ Block/ District level representatives, Preaks/Assistant Preraks/ Nodal Preraks/ Assistant Nodal Preraks, District Co-coordinators/ Assistant Co-coordinators, Continuing Education Centers, Key Resource Persons, Local Leaders, Social Workers and other Adult Continuing Education related persons. Primary and secondary sources of the study also include documents from National Literacy Mission, Kerala State Literacy Mission Authority, State Resource Centre, and various evaluation reports on the CEP of Kerala.

The study is significant for thoroughly investigating the ongoing Continuing Education Programme in Kerala, focusing on the role of local self-governmental institutions in the planning, implementation and ensuring quality of the programmes and facilities of the centre. To achieve the goals and objectives of both these institutions properly, the investigator has made special efforts to know representatives awareness of Continuing Education Programme, factors that have been influenced for that awareness, the possible ways to increase the interaction between local self governmental representatives and CECs functionaries.

The constitutional amendment on decentralization of powers and establishment of grassroots democracy has increased the role of panchayathi raj institutions. The role of Local administration departments has increased to a greater extent because it has to formulate policies and implement the developmental work at grass roots level. The gradual empowerment of these institutions necessitates the institutions like Continuing Education Centres for implementing its schemes. People participation in the developmental activities and administration process being the feature of democratic decentralization, in states like Kerala a silent revolution takes place in those areas. Through institution like Continuing Education Centres people get immense opportunity to be a part of this process. So the role of local self-governmental institutions in planning and implementing the activities of Continuing Education Centres is significant. Therefore, the researcher planned to conduct an evaluative study about the role of local self-governmental institutions in Continuing Education Programmes in Kerala.

1.8 SCOPE OF THE STUDY

The present study confines itself to the continuing education centers functioning under Kerala State Literacy Mission Authority in the year 1995-2006. Kerala is the first state in India where the Continuing Education Centres have established in all districts. In this diagnostic as well as evaluative study of the working of Continuing Education Centres, the investigator selected seven districts among the total fourteen districts.

Different tools have been developed for the coverage of the study. Separate tools for local self governmental representatives, Continuing Education Centres functionaries, beneficiaries of the programme, Key Resource Person, and district and state level agencies were developed administered and analyzed. The findings of the study would help in more effective planning, efficient implementation, monitoring, and evaluation of Continuing Education Centres of the state giving increased responsibility of the centre being under local self governmental representatives.

1.9 STATEMENT OF THE PROBLEM

An Evaluative Study of Continuing Education Programme in Kerala State with Focus on the Role Played by Local Self- Government.

1.10 OPERATIONAL DEFINITION OF KEY TERMS

Definitions in general can be classified into two types, i.e. conceptual and operational. How a variable can be theoretically conceptualized is indicated by the conceptual definition and that have great academic significance. On the other hand, operational definition tells us how a variable can be measured. If a researcher do not operationally defined a variable, he cannot work with it and so it has great significance in research. It is necessary to avoid confusion regarding key terms used in the statement of the problems. The present investigation involves at least 3 key terms. They are given below.

1.10.1 Continuing Education

According to an encyclopedia of Indian adult education, National Literacy Mission, “continuing education is an indispensable aspect of the strategy of human resource development and of the goal of a learning society. Continuing education includes post-literacy for neo-literates and school dropouts for retention of literacy skills, continuation of learning beyond elementary literacy, and application of this learning for improvement their living condition”.

1.10.2 Literacy

The UNESCO definition of literate is “One who has acquired all the essential knowledge and skill which enable him/her to engage in all those activities in which literacy is required for effective functioning in his/her group and community and whose attaining in reading writing and numeracy make it possible to use these skills towards his/her communities development”. This definition include that a literate person is the one who can read and write both with understanding, a short simple statement relevant to his every day life.

In India, the notion the common perception about term ‘literacy’ is generally the Census definition, i.e., “the ability to read and write in any language. Illiterates, according to Census, are those without this ability of reading and writing”. Data about incidence of literacy is gathered by Census in respect of population above 7 years of age, and classified under two categories, viz., literates, and illiterates on this basis.

The National Literacy Mission defines literacy as “acquiring the skills of reading, writing, and arithmetic and the ability to apply them to one's day-to-day life. The achievement of functional literacy implies:

- Self-reliance in 3 R's i.e, reading, writing and arithmetic
- Becoming aware of the causes of deprivation and moving towards.
- Amelioration of their condition by participating in the process of development.
- Acquiring skills to improve their economic status and general well-being
- Imbibing values of national integration, conservation of environment, Women's equality, observance of small family norms, etc”.

1.10.3 Evaluation

According to Tom Malusa there are at least 14 models of evaluating a programme. Among these the scientific (empirical), impact evaluation and process evaluation models are most commonly used. According to Mubarak Sing evaluation means value judgement on an observation, performance test, or indeed any data whether directly measured or inferred. According to the website [www. Wiclopedia.org](http://www.Wikipedia.org) an evaluation is “the systematic and informed act of ascertaining or fixing the value or worth, determination of merit and significance of a given project or product, using statistical methods and tools with analytical techniques, to take into account the impact of those programs and the significant changes brought by it. It aims to assist in improving the quality of social programs, to demonstrate the effectiveness of social programs in order to ensure founder. government officials and the public at large that their investments are worthwhile and to provide evidence of the effectiveness of specific initiatives to allocate limited resources.”

Program evaluation in human service fields such as adult education shows causal relationships between certain outcomes and the “treatments” or services, which lead many evaluators, practitioners, government officials, and the public at large to consider them, as if synonymous with demonstrating effectiveness or “proving” the worth of programs.

1.11 OBJECTIVES OF THE STUDY

- 1 To study ongoing Continuing Education Programme in Kerala focusing on the kinds of Programmes and facilities of the centre.
- 2 To find out the awareness of the local self governmental representatives about their roles in the Continuing Education Centres.

- 3 To find out the activities that created awareness among local self governmental representatives about their roles in the Continuing Education Centres.
- 4 To find out the expected roles of local self governments in Continuing Education Centres
- 5 To find out the contribution of Local self governmental representatives in Continuing Education Centres.
- 6 To make suggestion for the better functioning of the Continuing Education Centres based on the findings of the study.

1.12 SAMPLE OF THE STUDY

A sample of 264 local self government representative were selected from six districts of Kerala viz., Idukki, Kollam, Thrissur, Malappuram, Wayanadu and Kasargod, and 132 Continuing Education Centres and an equal number of functionaries from these districts.

1.13 DELIMITATIONS OF THE STUDY

A problem under investigation may have a number of variables to be covered and a single research study to cover all those aspect of variables associated with the problem under investigation is a difficult task. Even if the problem is quit natural and is prevalent every where, limited time and scarce resources necessarily impose the need of a boundary in several ways. These ways of boundaries may be in the form of population coverage, sample selected, scope of variables studied, scope of its findings to be generalized etc.

Due to several reasons, this study is also not free from such delimitations. The important delimitations of this study are:

1. As India is a vast country, it is difficult to cover the entire geographical area in a single study like the proposed one. There for the investigator has selected only one state, Kerala.
2. Among the 14 districts in Kerala, only six districts have selected for the study.
3. In view of the nature and quantum of the work involved in the study, only those centers will be covered that are imparting Continuing Education in Kerala state.
4. Only those centers run by KSLMA will be considered for the studies. Centers run by NGO's will be excluded.

5. Only views of Continuing Education Centre Functionaries, local self-governmental representative and beneficiaries have taken into consideration in this study. Views of Kerala State Literacy Mission Authority Officers, State Resource Centre Officers, Key Resource Persons, District Coordinators, other adult continuing education related persons have not been studied using separate tools.
6. The sample selected for this study consisting only 264 local self-government representatives, 132 Continuing Education Centres, 132 functionaries and 528 beneficiaries. The study has not expanded using more samples.
7. The study was drawn from 22 selected centers from each of the districts selected for this study. All centres of the selected district were not taken for the study.
8. Only tools like interview schedule, observation and focus group discussion were used in the study. Other tools like questionnaires, attitude scale and opinionnaires etc have not used for enlarging the study.

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CHAPTER II

SURVEY OF RELATED LITERATURE

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CHAPTER II**REVIEW OF RELATED LITERATURE**

The accumulated knowledge existing in the present world is the result of continuous and constant human endeavor that has been started from the very early period of human life. Through meaningful investigations these accumulated knowledge can be further explored, widened, modified and/ or can be used to create new knowledge. A research study can never take place in isolation of the work that has already been done. So the problems, matters, factors or conditions that are proposed to study by a researcher may be either directly or indirectly related to an existing knowledge. While planning any research study, a careful review of the research journals, books, research dissertation, theses, newspaper reports and other sources of information on the problem to be investigated should be done. It is one of the necessary and important steps in planning any research study. Following are the specific purpose of review of literature in a research study.

- 1 Select, define and operationalize conceptually and practically important variables that lay with in the scope of the investigators interest.
- 2 Avoid any duplication of the work that have done earlier, specifically when the stability and validity of its results have been clearly established.
- 3 Gives the researcher an understanding methodology and the way to be followed in the investigation.
- 4 Information regarding the tools and instruments to be used and the way of administering that tools for collecting data can be obtained from review of related studies.
- 5 A good review gives sufficient insight into the statistical methods that have to be adopted to check the validity of the study.
- 6 Reviews are also useful to know the recommendations, suggestion, etc of the earlier researches that may guide to form a new study.

In this chapter, the investigator has included reviews of selected research studies in adult and continuing education programmes. For easy understanding and analysis a

detailed description of reviews of studies from international scenario and national scenario has been given. The national scenario has further divided into two parts, i.e. Sub-section A and Sub- section B. Sub-section A deals with study reviews from India other than state Kerala and sub-section B is study reviews from state Kerala. Both international studies and national studies has again classified under the following ten headings. They are studies related with:

- I. Method and material
- II. Media
- III. Training programme
- IV. Motivating the adults
- V. Impact, development and achievement
- VI. Women and literacy
- VII. Needs, interest, attitude and opinion
- VIII. Literacy and population education
- IX. Problems and constraints
- X. Practices and strategies

International Scenario of Adult Continuing Education Programme

I. Studies related with method and material:

Hellermann, John (2006)¹ using methods from conversation analysis, conducted a microethnographic longitudinal case study that traces the development of interactional competence, which results from adult learners' socialization into literacy events in a modified Sustained Silent Reading (mSSR) program. The investigation focuses on two learners who participated in the mSSR program in an ESOL classroom at an adult community college for three terms. The findings show how the two learners (with different first language educational backgrounds) follow different paths in acquiring interactional competence, moving from peripheral to more engaged participation in classroom literacy events through their socialization into three of these events: book selection, opening post-reading re-telling, and completing and filing reading logs.

II. Studies related with media:

Russell, Helen (2007)² investigated the ontological and existential learning experience of a group of later life computer learners in Sydney, Australia. The research,

undertaken as a PhD project, focused on the interpretation and understanding of the learning experience from the perspective of the learners. Hence, a qualitative method was used because it enabled existential insights into the learning experience and privileged the voices of the participants. A hermeneutic phenomenological method was considered suitable because of its emphasis on understanding the lived experience of people. The research found that participants wholeheartedly believed in the worth of the learning they were undertaking. They felt that the outcomes from learning would lead to greater opportunity for participation in their life world. Without computer skills and knowledge they believed that they would be ignored and relegated to a peripheral position as observers in their life world. Their purposes and expectations in undertaking learning were situated in the changing nature of the world and a desire to continue to live their lives authentically, as participants and not spectators. Learning for the people in the study provoked both ontological and existential questions that demanded answers. The author believes that the findings from this particular research could be used to inform other studies involving both adult learners and lifelong learning.

Strucker et al., (2007)³ attempted to understand the relationship of the component skills of reading, such as word recognition, vocabulary, and spelling to large-scale measures of literacy, such as the 1992 National Adult Literacy Survey (NALS) (Kirsch, Jungleblut, Jenkins, & Kolstad, 1993) and the closely related International Adult Literacy Survey (IALS) (Tuijnman, 2001). The NALS and IALS used real-world items such as advertisements, bus schedules, newspaper editorials, and product warranties to estimate the distribution of literacy skills across society, reporting that distribution in five levels, from Level 1, the least proficient, through Level 5, the most proficient. The NALS found that 46% of the adults in the U.S. were in Level 1 and Level 2, with literacy proficiencies ranging from those at the beginning of Level 1 with very limited literacy to those at the upper end of Level 2 with approximately 9th grade literacy. Not surprisingly, the adults in Levels 1 and 2 tended to be less educated, to earn less, to participate less in civic activities, and to experience more health problems than adults in Levels 3, 4, and 5 (Kirsch et al., 1993). Many Level 1 and Level 2 adults would be eligible for adult basic education (ABE), adult secondary education (ASE), and English as a Second Language (ESL) classes. However, the NALS and IALS were not designed to provide information

about their possible instructional needs. Although proficient readers experience reading as a seamless process, in order to understand the reading of less proficient readers, reading teachers and researchers deconstruct the reading process into its component skills. These include print skills such as phonics, accurate word reading, fluency, and spelling, and meaning skills such as oral language, vocabulary, and background knowledge. If teachers know learners' patterns of strengths and needs--also called "reading profiles"--they can design more focused, efficient instruction by addressing the underlying causes of poor reading comprehension.

III. Studies related with training programme:

Finkel, Steven E.(2003)⁴ examined the effects of adult civic education programs on political participation, civic competence, and support for democratic values in three developing democracies, the Dominican Republic, Poland and South Africa. 1st show that participation in civic education programs conducted by NGOs in each country had meaningful impact on local-level political participation in all three countries, and modest impact on individuals' knowledge, efficacy and support for values such as political tolerance. The effects of the programs were sharply increased when individuals were trained more frequently and with more active, participatory teaching methods. The results have important implications regarding the extent to which democratic political orientations can be "engineered" through civics training conducted by civil society groups, as well as important policy implications regarding how such programs should best be structured and implemented in practice.

IV. Studies related with motivating the adults:

Helterbran, Vateri Russel (1999)⁵ conducted a case study among the adult learners in Duquesne University. Data was collected through interviewing the participants who were in the age groups in between 52 and 78 years and had earned less than a college degree, yet had chosen to actively learn throughout their lives. This study examined the attitude and practices of adults in learning, self-direction, motivation to learn and self-efficacy in a learning society. The study proved that adults without benefits of a great deal of formal education could actively engage in learning throughout their life –long span. For this, society and schools must nurture and foster the development of life long learners.

V. Studies related with impact, development and achievement:

Hodgson, et al., (2007)⁶ with the help of data from secondary sources and in-depth interviews explored the question: What is the impact of policy on teaching, learning, assessment and inclusion in Adult and Community Learning (ACL) "Skills for Life" (SfL) provision? In particular, it focuses on the government's use of five policy-steering mechanisms--funding, inspection, planning, targets and policy initiatives (in this case SfL). The design of the study allows us to use evidence from four sets of interviews with teachers, learners and managers of ACL in eight sites of learning (four in London and four in the North East) over a period of 26 months of considerable policy turbulence. The findings revealed that, there is a symbiotic relationship between ACL and SfL provision; while the combined effects of targets and funding have the most powerful effects on tutor and manager actions, inspection, planning and tutors' and managers' own professional values also have an important role in shaping the teaching of literacy and numeracy in ACL sites. The conclusion from the study suggested that professionals at the local level should be allowed to play a greater role in SfL policy-making to ensure effective policy and practice.

Wade, Barbara (2007)⁷ critically studied the recent studies in adult basic education (ABE), general education development (GED), vocational, and college education programs in prisons. Thirteen studies were collected from various databases across multiple disciplines to examine the types of program evaluations and statistical analysis techniques researchers used. This study indicates that recidivism, commonly used to evaluate these programs, was not consistently defined, although most educational programs' evaluations showed lower recidivism rates; secondary data were commonly used for analyses; and statistical analyses may not have been accurate. Implications for future research include the use of multiple evaluations to measure program efficacy, and careful analyses of results.

VI. Studies related with women and literacy:

Lind, Agneta, (2006)⁸ studied about mainstreaming gender equality in adult basic learning and education (ABLE). Gender equality is defined as equal rights of both women and men to influence, participate in and benefit from a programme. It is argued that specific gender analyses of emerging patterns of gender relations are helpful in

formulating gender equality objectives and strategies of ABLE programmes. Both female and male roles and motivations are important to understand. The consequences of poverty and unemployment for men, as well as women, need to be addressed in gender sensitive ABLE strategies so that, at the same time as women are empowered, men get a chance to regain a meaningful role in society without regressing to old patriarchal attitudes.

VII. Studies related with needs, interest, attitude and opinion:

Koopmans, et al., (2006)⁹ studied about learning that arises from interactions at work. The concrete activities of adult learners and their interaction partners were of interest because such learning activities largely determine the quality of learning outcomes. The results of the study are summarized in the form of a typology of interactive learning behaviors for adult learners (that is, workers) and their interaction partners at work. The similarities and differences among three occupational groups-- teachers, financial service professionals, and police officers groups--were examined, and explanations were sought based on the nature of work and power. The results can help adult learners and their interaction partners enter into a more equal, dyadic, and reciprocal learning process and thereby contribute to a critical human resource development perspective.

VIII. Studies related with literacy and population education:

De Rose, et al., (2007)¹⁰ Studied about relationship between the initiation of childbearing and woman's education. Using Demographic and Health Survey data from 16 sub-Saharan African countries with multiple surveys, the investigators estimate that a fixed-effects multilevel model for first births that includes the woman's own education, community education, and community education relative to the past. There are negative effects of individual and community education, but no effect of relative education. Thus, we conclude that education reversals do seem to speed up entry into parenthood.

IX. Studies related with problems and constraints:

Hock, et al, (2005)¹¹ through his study extends the knowledge garnered from work with younger populations to determine the reading comprehension strategies most important to adults' success on outcome measures and to align them with previously researched interventions. According to an analysis of competence-based standardized

tests of literacy (such as the General Educational Development and the National Assessment of Educational Progress tests), adults should benefit from strategies that teach looking for clues in or generating questions about a text. In addition, adults need to learn how to summarize and draw inferences in order to address higher-level literacy demands, and to use metacognitive strategies to self-regulate reading behavior. Furthermore, if they must take competence-based standardized tests, adult learners need to be taught test-taking skills to reduce test-related task demands. Test results will then produce a better index of adult learners' reading comprehension skills. This report synthesizes the research literature on the challenges facing adult learners in higher education today and emerging strategies for increasing the number of adults over 24 who earn college credentials and degrees. This synthesis is meant to provide perspectives on key issues facing adults as more and more of them see the need for higher education credentials, not just for short-term training. The project has two phases: first, this document, which is a broad, synthetic overview of the issues; and second, a more in-depth exploration of particular high-value topics that will be agreed upon by the partners and department personnel. The paper looks at: (1) the nature of the obstacles that adult learners face in trying to earn credentials with labor market value; (2) the promise of innovative practices that target adult learners; and (3) changes in institutional and governmental policies that might help more adults earn higher education credentials. The paper is divided into five sections that explore: (1) Supply and demand dynamics; (2) Accessibility; (3) Affordability; (4) Accountability; and (5) Recommendations. Each section begins with a set of talking points summarizing main findings and implications. Research and policy literature is reviewed. Promising innovations are mapped and their implications for improving college access and success for adult learners are highlighted.

X. *Studies related with practices and strategies of adult education:*

Chris Atkin and Anne O' Grady (2006)¹² attempted to find out the effects of the 'skills for life' strategy for adults with poor language, literacy or numeracy skills. The life history interview of 44 learners and 10 'Skill for Life' practitioners' across 3 institutions within the East Midlands area of England constitute the sample of this study. The study concluded that if the skills for life strategy are to be achieved their full potential, they must seek to value social capital in similar terms of human capital

development.

Abasi, Ali; et al., (2007)¹³ conducted a study with the purpose of investigating that how Canadian adult students collaboratively learn with peers in both formal and non-formal adult literacy programs. A multisided case study research design was used involving several local literacy organizations. Data collection occurred over a four-month period and focused on nine different program sites. Six data sources were subjected to various analytical techniques such as constant comparison, direct interpretation, and correspondence and patterns. Findings suggest that collaborative learning can be a foundation that supports a community of practice across tutorial, small group, and large group adult programs. This type of learning involves several key components such as social learning practices, the instructor's philosophy and leadership style, teaching strategies that favor peer collaboration, movement from guided learning to independent learning, and personal agency. Implications of the study for adult literacy practitioners, researchers, and policy makers are discussed.

II. National Scenario of Adult Continuing Education Studies

Sub-section A

Review of Studies from India, other than Kerala

I. Studies Related with method and Material:

Rao, T.V., et al, (1989)¹⁴ conducted an experimental study to find out the relative effectiveness of four methods of teaching, reading and writing to adult illiterates. Alphabetic-(in which only reading were taught first and then writing), alphabetic method- (reading and writing simultaneously), sentence method-(first reading for two months and then writing), and sentence method- (reading and writing simultaneously were the methods). The selected sample was categorized into four experimental groups. One group of 20 children who passed class-III was selected as control group for comparison. Data collection tools were three self-prepared tests. The study concluded that Alphabetic method is better than the sentence method in teaching, reading and writing. Alphabetic-in which only reading were taught first and then writing was better than Alphabetic method- reading and writing simultaneously. However, in arithmetic the four experimental did not show any significant difference.

Kundu, C.L., (1987)¹⁵ attempted to study the methods of adult literacy as obtained from the Bombay University Model. The main objective of the study was to observe the effectiveness of various methods of adult learning in yielding substantial gains in case of interested learners. The learners were divided into five equated groups with matching age, socio-economic status, sex, and degree of achievements. These five groups were exposed to five different methods of teaching, including letters associated with pictures and alphabets, alphabetic method, and card teaching system followed by university of Bombay. The researcher found that the Bombay university method was the most effective method. Nevertheless, the variability was not so much due to the teaching method as it was to case of group instruction vis-à-vis individualized instruction.

Halemane, L., (1992)¹⁶ conducted an investigation for designing bridge material. studied about the perception of dialects and regional standard difference by Adult Learners and Determining the Transition stage from local dialect to standard regional language. The objective of this study were: find out the functional use of dialect in adult literacy programme; enable the learners to perceive the differences existing between local dialect and standard language; determine transition stage of transfer of instructions from dialect to standard language. This study employed experimental method. In addition, experiment was done in Dharwad and South Canara of Karnataka, there district dialects were in practice. The sample of the study consisted of learners, instructors, supervisors. Two standard tests and separate questionnaires were used for collecting data. The major findings were: Even though the learners found lessons in dialect easy to learn for easy reading and understanding the learners preferred papers and books in standard languages. Learners faced difficulty in cluster and sentences formation. Nearly 60% of instructors seemed the dialect contained more of standard language. Majority of the instructors were not gone through teachers manual and the learners, instructors and the preraks expressed their desire for primers in local dialect.

Ganesh, B.,(1994)¹⁷ studied about the primers used in Total Literacy Campaigns in Karnataka, to make an analysis of the content of the primers in the light of objectives of Total Literacy Campaigns. The investigator tried to get a feedback from learners and volunteers in respect of suitability of language, arrangement of lessons, words and sentence structure and, dropouts among learners. The selected primers for the study were

from Mandya and Shimoga districts. The sample constitute 150 learners, 50 dropouts and 75 volunteers from two low performing and two high performing talukas of each selected districts. Resource persons involved in primer construction were also used for getting sufficient information. The sound logical base of the texts in pedagogical aspects, adequacy of literacy skills in reading, self learning exercises and components related to society, development and change, awareness created in learners about national festivals, social values, social problems and environment were the positive aspects of the primers used. Where as, defects of the primers as found out by the study were inadequacy of examples and pictures used to teach multiplication and division and gender bias of some lessons.

Ahmed, M.. (1994)¹⁸ conducted a comprehensive study of the analytic and synthetic methods of teaching. The study was conducted in the villages of Sitapur district of Uttar Pradesh in 1993-94. 'Meri kitab' produced by SRC, Jamia Milia Islamia, Delhi was used for comparing the learning outcome through letter method and for comparing the learning outcome through the word method, primer 'Nai Kiran' produced by SRC literacy house, Lucknow was used. The findings revealed that Letter/Synthetic Method of Teaching (LMT) proved far superior to Word Method of Teaching (WMT) as 85 percent of LMT learners achieved NLM literacy norms as against 51 percent WMT learners.

State Resource Centre, Chennai, (1995)¹⁹ studied on post –literacy and Continuing Education Materials in Tirunelveli Districts of Tamil Nadu, to examine that weather the material prepared for CEP were following the guidance of NLM. It adopted the total universal sampling and descriptive design. The study find out that among the total books 52.17 percent books belonged to the 1st stage and 47.83 percent to the 2nd stage and there was scarcity of vocational/technical books. Content of the books should be reshaped with developmental programmes of the government and should be in attractive form.

Puri, K. and Kaur, N., (1995)²⁰ made a study about Improved Pace and Content of Learning (IPCL) primers and their Efficacy in Imparting Basic Literacy Skills. The study was based on a randomly selected sample of 369 neo literates and 118 volunteers from Faridkot district in Punjab. The findings of the study revealed that the size of the

printed letter was found attractive to the respondents, in initiating the discussion as well as for recognizing the words. Illustrations in the primer were helpful, reading new words by joining letters and *matras* and multiplication and division were the hard spots of majority of the respondents. The issues like alcoholism, immunization and welfare schemes etc were the areas they wanted to know more and therefore to include in primers.

Dighe, A. et al (1995)²¹ analyzed the development perspectives underpinning the understanding of adult illiteracy as gleaned from the literacy primers. The study also attempted to understand from whose perspective the core contents relating to national integration, environment conservation, observance of small family norms, and women equality have been defined in the literacy primers. Four primers were analyzed in respect of : illustrations to depict the theme of the lessons, key words, phrases, sentences; and the text of exercises for reading, writing and comprehension consisting of phrases, connected sentences, short sentences or short paragraphs which were respectively in Hindi, Gujarati, Marathi and Tamil. The findings of the study brought out that development issues like illiteracy, health, agriculture, population size, environment degradation etc had addressed in the primers, which was focused predominantly on the ignorant and uninformed individuals who were presumed to have no prior opinion, knowledge and experience to development issues discussed. Primers did not attempt about to link the developmental problems with structural reality or to develop any critical understanding among the learners about the reasons of their oppression. There is overall tendency to emphasize the domestic and reproductive role of women but their economic role have not been mentioned in the primers.

Bhaktarpiya, G.V., and Tukaram, S., (1997)²² tried to study the trends in development of Improved Pace and Content of Learning (IPCL) Primers in Kannada. The findings revealed that primers were innovative and had a local touch. Unbalanced text, cumbersome and difficult language, particularly in part III of the primer, poor editing and poor illustrations were the weak points of the primers. The study recommended that for organizing special training/ orientation to writers and illustrators, need for simplifying primers, special material on application of literacy skills in writing,

and there should be a single primer developed by SRC for all districts in which minor issues of linguistic variations could be considered.

Reddy J.D. and Reddy P. S., (2002)²³ studied the impact of Post Literacy Broadsheet on neo-literates of Continuing Education Centres. The major objective was to find out how far the broadsheet was useful to the neo-literates and estimate readership. The study was based on few case studies. Focus group discussion with Preraks of Continuing Education Centres, and Mandels Literacy Organizers (MLOs) who were monitoring the work of Preraks were the tools used for the study. In addition, individual interactions and dialogue with functionaries were also held to elicit their views on relevance, utility, and extend of use of post-literacy broadsheet. In total five individual cases (neo-literates), four neo-literate group centers, five issues of broadsheets for content analysis were selected for the study. Both Preraks and neo-literates have opined that the broadsheets were useful to them in their daily life in bringing attitudinal changes, modification of behavior and increasing knowledge on various issues in health, hygiene, women empowerment, agriculture, developmental programmes, and animal husbandry. The study also found that on an average 15 people were reading broadsheets in a centre regularly and male readers have slight edge over female readers.

II. Studies Related with media:

Selvam, S., (1982)²⁴ studied about social impact of adult education programme to establish the relationship between the frequency of television viewing and awareness, knowledge and use of facts in agriculture, animal husbandry, health, nutrition and family welfare. The study applied experimental method. Sample was selected from rural adults in the Chingleput District, TN. With the help of interview schedules, required information was collected. The conclusions came out from the study were: The frequency of television viewing was related to sex, age, marital status, caste, level of education, occupation and income. Both men and women respondents expressed positive impact of television viewing behavior on awareness, knowledge and use of day-to-day life activities.

Yadava, J.S., (1984)²⁵ took two radio projects and six television projects and examined the Indian experience over the years in using mass-media (Radio, T.V.) for

adult education and found that the coordination between the media organization and governmental and non-governmental organizations. The study had shown that these programmes started as pilot projects earlier and later became regular. Radio for mother-child-care programme was systematic and appropriate tool and radio played effective role in agriculture broadcasts.

Raina, R., (1988)²⁶ attempted to study the impact of adult education programme through Srinagar Doordarshan on women in village Barsoo of Block Pompre, in attainment and improvement of literacy and agricultural practices. The investigator also studied the impact of the programme on social awareness, hygienic conditions, and promotion of economic conditions and occupational skills of rural women. The sample selected for the study consists of 153 households possessing television sets from Barsoo and 7 from Janbrar Village in J & K. Findings of the study revealed that majority of the respondents could read and write well. 75.4 percent learned handicraft skills, 73.4 percent carpet weaving, 75.4 percent tailoring and 98 percent learned farming through telecast of adult education programme implemented from 1976-1988. The need for regular telecasting, use of local language and increase in telecast time were the suggestions of the study.

Sachchidanada, and Sinha, A.K., (1991)²⁷ conducted an evaluative study on the Project on radio Education for adult Literacy (PREAL) in Hiropatti of Madhubani District. The study revealed that those women learners who came from the backward and scheduled caste families liked learning through radio. The increase in average attendance on the PREAL days was noticeable i.e., the average attendance on usual days varied from 9 to 12 but on the PREAL days it increased to 12-15. The trends of changes observed through use of PREAL were: the emergence of self confidence and assertiveness among the women; the appreciation of education was more; there was more positive orientation towards personal hygiene and cleanliness of the household than before. The findings of the study revealed that only one third of the beneficiaries continued till the end of the programme and who got full benefit from the programme and the PREAL became attractive to the learners due to its novelty factor that wore off in a couple of month.

III. Studies Related with Training Programme:

Pani, Amarendra., (1994)²⁸ tried to examine the impact of the literacy training on the neo-literates, particularly on vocational development of Union Territory of Chandigarh. A survey of 50 neo-literates, who had passed out from the adult education centres of Chandigarh, was studied with the help of self-constructed questionnaire and personal interviews. To analyze data a simple calculation in the form of numbers and percentages were used. The sample was a mixed group of married and unmarried neo-literates belonging to Sikh, Hindu and Muslim religions. They also belong to castes like general category, Scheduled Castes and Scheduled Tribes, who were engaged in lower level economic activities. The study revealed that vocational skills have brought a significant change in the living pattern of neo-literates. Majority of the neo-literates felt literacy did not bring arrogance, but made one confident, judicious and rational. Through literacy training, they became aware about their socio-economic and cultural background, health practices, civic responsibilities, environment, pollution check, planting trees, shunning irrational believes, superstitions and citizen's rights and duties.

Prusty, M.K., (1994)²⁹ attempted to make a critical analysis of the Training Strategies for Jan Sikshan Nilayam (JSN). The objective was to identify various activities of Preraks about the functioning of JSNs, to examine the existing strategies and shortcomings of training of the JSN Preraks. Questionnaire for JSN Preraks was the tools used for the study. Data sources included documents training curricula and interviews with various functionaries. 16 Preraks, 6 Master Trainers, 2 Project Officers of Maroda Block and 17 Preraks of Barasai Block and 1 District Adult Education Officer (DAEO) were drawn as sample for the study. The study revealed that that most JSN Preraks had no real inclination to work for the illiterates. They have taken the job due to unemployment. The duration of training was not sufficient, model demonstration of teaching classes was not conducted, and lecture method was mostly followed. Demonstration – cum – discussion methods were neglected. Audio – visual aids were not used during the training.

Rath, N.P., (1994)³⁰ studied about the adult education training and productivity of workers in Orissa with the objective of finding out the effect of adult education programme on workers productivity, workers skills and their attitude towards literacy.

The sample of the study consists of two thousand illiterate employees from a Mill in Orissa who were selected considering their age, sex, caste, monthly income, and work experience. Interview schedule, observation schedule, literacy test and an answer test were the tools used for this study. The findings of the study were: Significant differences were found between general workers and SC & ST workers in acquiring awareness and attitude. No significant difference found in learning of literacy skills of general and SC & ST workers. No significant difference found in male and female learners because of adult education programme. Adult education programme had positive impact on workers in changing their attitude towards the literacy programme. There was universal impact upon all section of workers i.e. on male and female workers. High positive relationship of literacy skills and productivity, and positive relationship of literacy awareness and productivity were found.

Jayalakshmi, T.K., (1994)³¹ conducted a study on training in literacy campaign, Karnataka, and explored the nature, duration and adequacy of training given at MT and volunteer levels, its course contents and methodology and the impact of training at learning centres. Sample was selected from four districts of the study i.e. Bidar, Mysore, Dharwad and Bangalore. Interviews, observation, discussions and content analysis of fortnightly-published newsletter by the districts were the method used for data collection. The study revealed that: Selection of trainers was found to be biased. Duration of training was inadequate. Master trainers or teacher volunteers had shown complacency in work. Integrated Phase and Content Learning method was not demonstrated in simulations/ real life situation, and 40 percent of the training time was used to sort out personal or organizational problems. The suggestion from the study included that training process need to include group discussions and simulation in teaching session and contents of training course should have to emphasis on motivational technique.

Ventakesha, T., (1996)³² conducted an evaluative study of Resource Persons(RP) in training of Post Literacy Programme (PLP) with the objective of identifying to understand the needs and expectations of RPs and assessed whether the contents and methodologies were sufficient enough to satisfy the needs of the resource persons. Questionnaire was used to collect data from the participants of the three-day

training programme held at Bellary. The findings were that discussion method was liked by RPs, the training should be residential, participatory and the duration should be of four days instead of three days.

Maruthi, N.S., (1996)³³ conducted a study on training in literacy campaign Karnataka, focusing on the training design, methods and the selection process of trainers and trainees at various levels and the qualitative transmission of training components from one level to the next level down the line. The findings of the study were that; Use of audio visual aids was minimal in the training. Key Resource Persons (KRP) organized training of Master Trainers (MT), but advance planning and coordination was lacking. Mostly lecture method was used by the KRPs and MTs. The study suggested that the need for development of separate training literature and materials for each level of trainers. To make personality development content as an integral part of training. There should be a team leader for every training team to coordinate and assist the team members to develop teamwork and team spirit.

Sharma, A., (1998)³⁴ conducted a study about the efficacy of training programme of volunteers in TLC. The sample consists of 360 volunteers of six blocks of Patiala district in Punjab. Findings of the study revealed that: Only one primer and guidebook were provided in the training programme. No extra reading material like charts, flash cards, pamphlets and audio-visual materials were given in the training programme. 62.22% revealed that only black board was used as training aid. 68.89% volunteers said that training programme was organized for 1-2 hours a day. 74.44% volunteers said that they teach the learners by traditional method and no proper training was given as viewed by 50.28% of the sample.

Khan S. A. and Ahmed. I. Ifthikar., (1998)³⁵ conducted an evaluative study of the training programmes for volunteers of Post Literacy Campaign in Buldhana District. The focus of the study were duration of the training, methods and techniques, course contents, difficulties and problems faced by master trainers while training volunteers, and cooperation received by Master Trainers from various organizations. 318 randomly selected volunteers from 11 tehsils of Buldhana District, Maharashtra, constitute the sample. The findings of the study were that duration of training was two to three days; time distributed to each lecture was sufficient; and volunteers were satisfied with the

training aids used in training; lecture-cum-demonstration method was used. The shortcomings of the programmes as find out by the study were inadequacy of overall duration of training programme and lack of satisfaction in the proper achievement of the objectives of the training programme.

Maruthi, N.S., (2000)³⁶ conducted a study on the performance of adult education Vidyapeeths of Karnataka. The objective was to examine the nature of various training courses conducted by the Vidyapeeths and the relevance of the courses to the trainees and community. The universe of the study constitutes 16 Vidyapeeths and out of which 2 women and 2 men Vidyapeeths were selected for the study. The sample consisted of all trainees, some ex-trainees and the faculty members of the Vidyapeeths. The study find out that: Due to lack of skilled staff and non-availability of equipments, training and the proficiency achieved in these centres were unsatisfactory. Since 1970, the general curriculum has not been revised. No systematic effort to improve the professional competence was made to the development of the staff. No periodic review of the activities of Vidyapeeths was made an appropriate agency. There was general lack of approach for the concepts like women empowerment, gender sensitization particularly in women vidyapeeths.

IV. Studies Related with Motivating the Adults:

Ahmed, N., (1993)³⁷ attempted to understand the learning environment of adult learners and the influence of an aggregate set of internal and external situations wherein the adult learner is located on the learning process. He also sought to identify factors constituting the learners in general and of those placed in urban slums in particular, and compared perceptions of adult learners with those of the development functionaries in the slum settings. 300 slum dwellers comprised of illiterates, semi-literates and literates/educated and 100 development functionaries was selected form Sanjay Basti J.J. cluster, Timarpur, Delhi. To elicit responses of the slum dwellers and development functionaries, a Literacy Learning Environment Inventory (LLEI) was used. The conclusion drawn from the study revealed that women learners were more sensitive to the situations internal to the learners than the situations external to them and male learners were more sensitive towards the situations external to the learners than to the situation internal to them. The study suggested that by introducing services with

specific reference to situation internal and external to adult learning, in given socio-ecological settings, existing strategies for literacy learning programmes could be strengthened.

Ahluvalia, M., and Sharma, A., (1996)³⁸ conducted a field study on mobilization and motivational aspect of Total Literacy Campaign with the help of a sample of 228 learners from four blocks of Kharar and 31 learners from Hioshiarpur of Punjab. The study concluded that: The strongest source of motivation and mobilization in the literacy campaign was the personal service of volunteer. Literacy songs, Geetha and play by schoolchildren were found the highly effective medium to motivate adult learners. Adult newsreaders were not much popular among the learners. Women learners wanted to get information on sewing, knitting and embroidery, and small saving schemes etc, which acted as other motivating factor for attending the classes.

Meena, S.R., Dangi, K. L., and Bansal, Vishakha., (2002)³⁹ undertook a study in Dungarpur District of Rajasthan to find out different personal and institutional factors responsible for motivating the adults in Total Literacy Campaign. Ten male and ten female beneficiaries were selected on cluster sampling basis, that formed three groups based on number of population, who were drawn from six villages. Scientific interview schedule and direct face-to-face contact were the tools of data collection. Besides, correlation between the ranks assigned for male and female beneficiaries were checked using Spearman rank coefficient. Export facto research design was used. Various motivational factors were collected and the responses were recorded on a tree point continuum scale. The study identified that the ability to sign, to read and write, keep oneself up-to date with knowledge, learning good manners and habits and keep active were those factors. Besides, utilization of leisure time, becoming good parents, solve family problems, suitable timing, lesser duration, free availability of books and note books, near by house centre, good behavior of the instructors, facilities of the centre and participate in the educational tour of the centre etc were also included in those factors. No correlation was found out between the ranks assigned for male and female beneficiaries with respect to motivational factors.

V. *Studies Related with Impact, Effect, and Achievements:*

Bhola, H.S., (1981)⁴⁰ critically analyzed the campaigning for literacy, of some selected literacy campaign of the 20th century, with a memorandum to decision makers. The selected literacy campaigns were of from certain countries viz. Cuba, China, Tanzania, Brazil, Vietnam and Russia. He summarized the lessons he has drawn from such countries. Hard work, techniques and organization together with political will of the leadership in power brought successful campaign in *Cuba*. They closed schools and send the children to teach adult learners on farms. That supplied needed manpower and for teachers it acted as an excellent campaign. In *China*, ideological commitment matched by political will of the power elite brought an excellent and inspiring literacy campaign. The need for an essential input for successful literacy campaign was keenly felt. Literacy is assured of success when conducted in a larger context of adult education such as political socialization, abolition of class, structure and economic development. *Tanzania's* great leaders had played important role in such a large-scale mass transformational action for adult education. They use party cadre, literacy committees and volunteers to make the campaign a people's campaign on the extensive structure established by Government. *Brazilian* concept of literacy campaign was aimed to bring an overall life long programme, diluting the core objective of teaching, reading and writing. The reason behind this was once the adult became literate, they should have opportunities for horizontal and vertical integrations within the educational, economic, social and political systems. *Vietnam* literacy campaign became obviously a successful one, with the power of commitment born out of an ideology along with its legitimization and support from the highest levels of power. Mass campaign requires well-trained, well-disciplined cadres, full of commitment and readiness for sacrifices. Literacy can be a mass movement, based on the mobilization of teachers and learners by managing incentives suitable both to promote and sustain the initiative, and cannot be conducted by bureaucrats. *Russian* experiences clearly shows that political will of the power elite actualized by the instructional power of the state could create wonderful success. It further revealed that campaign should be linked with the larger educational, economical, political, developmental and internal policies. The successful literacy

campaign re-socialized each member of the society, transformed the fabric of the society and opened up of a new future for the society.

Bastia, (1982)⁴¹ studied the National Adult Education Programmes (NAEP) in the tribal regions of Orissa. Tribal from 21 villages of Mayurbhanj District were selected as sample. The objectives were: to identify the impact of NAEP on tribal learners; problems and needs pertaining to social, economic, political and cultural spheres of tribal life; to study the process, content, and perceptions about NAEP in tribal regions with respect to its objectives. The study came to the conclusion that majority of the tribal learners belong to scheduled tribes, among them 81.08 % had extremely low literacy percentage, health and sanitary conditions, local political organizations, weights, measures as well as market prices, and were guided by superstitions /and addicted to drinking. NAEP has limited impact in terms of enrolment and most learners did well in literacy tests in comparison to the functionality and awareness. Men learners' performance was better than women learners were. The study found that non-provision of any guidelines for proper functioning of the centre, insufficient teacher's aids, inadequate infrastructural and physical facilities, dearth of qualified and properly trained instructors, lack of library and dearth of adequate post-literacy materials were the main bottlenecks that affected the functioning of the centres. In addition, irregular payment of remuneration and electricity charges to the instructors, lack of coordination among different agencies of the government, infrequent supervision of centres and irrelevant curriculum and instructional materials were the other identified bottlenecks. Acute poverty and poor economic conditions of most of the learners, unaware about scientific methods of cultivation, household and family problems, were also affected the functioning of the centres and effective implementation of NAEP.

Murthy, Samba D. (1988)⁴² investigated in to the factors responsible for the effective implementation of the National Adult Education Programme (NAEP). The study was conducted in Andra Pradesh. The conclusions came out from the study were : The instructors who were sincere, regular, and gives individual attention were favored by learners. Matriculate instructors found more useful in implementing the program. Instructors who had joined in order to earn their lively hood were committed to the

programme. More learners accepted instruction cum demonstration method as most useful. Learners expected content was satisfactory, but still they wanted to get more information about culture, business, commerce, marketing, small scale and cottage industries. Mass campaign was generally useful that created awareness about the programme. The recommendations came out from this study were: Organize required training programmes in time; Ensure the maximum involvement of all officials who related with the programme; Effective utilization of mass media; establishment of mobile libraries for neo-literates and give recognition to the learners specifically allowing grants and financial assistant from the Govt .

Tantray, G.N., (1990)⁴³ conducted an appraisal study of Adult Education Programme in Jammu and Kashmir State and reported that the location of the centres were unsuitable to meet the need and aspirations of the people. Instructors were from among the local and respectable members of the community. They were mostly youngsters who had studied up to high school and considered the adult education programme as a menace of employment rather than social service. The men instructors were mostly farmers and female instructors were housewives and received an honorarium of just Rs 100.p.m. Though instructors got training, its quality was poor. Teaching methods of formal schools were applied. Lack of proper supervision and monitoring was one of the reason that lead to the over all poor performance of the centre. Most of the learners belonged to the age group 15-20 years and mainly attended the centre to learn some craft. Because of poor facilities and personal reasons most of the learners dropped out from the classes.

Reddy, P.A, (1990)⁴⁴ attempted to find out the socio-psychological factors relating to adult education instructor's effectiveness. The findings were that women functioned more effectively than men did. There was a direct correlation between achievement motivation and the effectiveness. It has shown that instructors with higher achievement motivation were more effective in the process. Exposure to mass media also caused for to create greater effectiveness. Age did not come in their way. as older instructors with positive attitude towards adult education were more effective.

Bhat, S. Suman., (1990)⁴⁵ conducted an historical analysis of the growth and development of adult education programme in India. The main finding of the study was

that adult education existed in India even before Indians knew the art of writing. During the reign of British the commission on Indian education system of 1882-83 recommended the right school system. In the field of adult education a wide variety of models have existed that included models such as the family/ neighborhood model.

Thakre, P.G. (1991)⁴⁶ studied about the adult education programme launched by Nagpur University. The major objectives of the study were to assess the impact of adult education programme on the achievement of illiterates who participated in it. 3000, adult learners in the age group of 15-35 from 300 centres were selected as sample. Survey method was used. The study found out that the percentage of attendance of female adult learners was more than that of male adult learners. Interest of female learners was more towards sewing and embroidery than literacy, and most of the learners were interested in making query about economic activity; the colleges in rural areas responded well and were involved actively. Due to abrupt stoppage of funds and bifurcation of the university, there was fall in the programme. Besides, the programme was considered as additional work, and was not evaluated resulting in non-accountability of individuals and institutions. There was no demand of the programme from illiterate masses.

Seetharamu A.S., and Devi, M.D. Usha., (1991)⁴⁷ studied about adult education programme in Karnataka state and found out that the performance of Adult Education Centers in terms of clientele attendance was 80 percent in State Adult Education Project and 55 percent in Rural Functional Literacy Project. Main reason for low percentage of attendance was lack of motivation among beneficiaries. Forced enrolment and lack of effective monitoring were the other reasons.

Rajan, R. (1992)⁴⁸ made a critical study about the Mass Programme of Functional Literacy (MPEL) in Tamil Nadu. The study found out that though most of the volunteers joined in the programme due to their interest, the features of MPEL such as, motivation, encouragement, special meeting, guest lectures and certificates inspired them. The majority of the programme officers and programme co-ordinators were trained. 69.8 % of the programme officers had a positive opinion about the literacy kit. To read the bus numbers, posters, name boards and the newspapers as well as to enable them to write letters and applications were the learners' expectations from the

programme. The interest and commitment of the principals, volunteers and the programme officers were the strength of the programme.

Kumari, A., (1994)⁴⁹ conducted an evaluation of adult education programme and Jan Shikshan Nilayams in Haryana and U.T. of Chandigarh. Sample selected for the study were 200 adult learners, 25 instructors from Total Literacy Campaign (TLC) of Panipat District, another 200 learners, and 25 Preraks from UT of Chandigarh. Study found that TLC Panipat was functioning in a much better way than that of UT of Chandigarh. Fifty percent learners from Panipat and 52.5% from UT Chandigarh had attained the literacy skills. Respondents from Panipat were better in writing and arithmetic skills than their counterparts from Chandigarh. Both places JSNs had been suffering problems such as lack of proper physical facilities, electronic equipments, and indoor games. Missing community supports, lack of required emphasis on cultural and social activities were other problems phased by the centres.

Kiran, Chandra., (1994)⁵⁰ tried to evaluate the adult education programmes in the selected districts of Punjab state and tried to examine the learners' achievements, the difficulties faced by the instructors and the effectiveness of the programme. The researcher made a district unit, comprising rural and urban blocks. Data was collected from four districts of Punjab and from each district, 20 centers were selected. A total of 255 learners, 80 instructors, 8 supervisors and 4 Project Officers were chosen as sample. With the help of observation technique, interview schedule, case studies, questionnaire and opinionnaire, required information was collected. The study revealed that: the centres were well managed, were functioning effectively, were established in satisfactory places and were functioning on suitable time. Language problem was visible in the case of migrant learners. Non-relevant reading material, lack of training of instructors, very rare visits of supervisors and project officers at the centre, and lack of motivation were the problems identified by the study. Learners required that the centre have to do much more to satisfy their needs.

Paintal, M., (1995)⁵¹ conducted a study to find out the role of preraks in concretizations of neo-literates. The sample was selected from 154 preraks from districts Hoshiarpur of Punjab. The findings of the study came to the conclusion that: linkage with developmental departments by lecturing on issues has no use; role of

middle level functionaries seems to be missing; the material in the libraries circulated to the neo-literates was not suitable to fulfill the needs of the neo-literates, so they gave little value to them. The study suggested that while implementing post literacy programme, training of field functionaries with new techniques and methods is a necessity.

Maruthi, N. S., et.al. (1995)⁵² conducted observation studies about the role of Jana Shikshana Nilyams(JSN) in continuing education process with the aim of examining the activities of JSNs in relation to literacy campaign, existing problems, and the liaison effect of prerak with local public. The sample consisted of 10 percent of total JSNs in Karnataka. Questionnaire was used to collect data from Preraks, directorate of adult education, development departments, neo literates and local public. The study concluded that: there was no evidence of success of JSNs in terms of furthering literacy and continuing education. JSNs kept the reading material as idle that found useful to none. Both preraks and the public were found indifferent to the spirit and mission of JSNs. The Gram Shikshana Samities (VECs) formed during Total Literacy Campaign had become dysfunctional. The facilities provided to the JSNs such as bicycle, sewing machine, and knitting machine were found either misused by the Preraks or the public or were missing in a ratio of two-in-one and lack of proper care changed the shape of the sports material and musical instruments.

Basu, N., (1996)⁵³ conducted an objective based evaluation study of Adult Education Programme in Kashmir Valley with the objective of finding the impact of adult education programmes in Kashmir Valley. All the three components of literacy have been covered by the study. From the total number of 79527 enrolled learners of 1240 adult education centres, ten percent learners were randomly selected. Tools used were self-constructed and standardized achievement test for measurement of literacy skills and an interview schedule for awareness and functionality. The findings of the study revealed that on literacy skills female learners achieved better than male learners, on awareness male beneficiaries are superior to women, and on functionality, females were making better use of adult education programmes than males. The study suggested for involvement of the community and NGOs in the adult education programme, need for

organizing orientation to the functionaries and necessity of permanent staff for the successful implementation of adult education programme.

Ruhee, N. A., (1996)⁵⁴ conducted an impact study to make an assessment of level of achievement in literacy, in case of beneficiaries prior and after the package of adult education programme, and evaluated their level of awareness, functionality and attitudinal change accordingly. Sample consisted of 306 adult learners from Srinagar and equal number from Jammu and 350 non-beneficiaries. Tests having three parts were conducted to the sample in three different periods: first after three months of enrollment, second after six months and last at the end of nine months of attending classes in adult education centres. The findings revealed that adult learners have improved in all three components of literacy. Awareness about the significance of breast feeding, small family norms, importance of vaccination, proper medical care and environment was increased to larger extent, covering a wide section of population. There was significant increase in knowledge about social evils, cooperative movement, increase in awareness of family planning concept, and increase in enrollment of children. There was also an increase in the mean score and attitudinal components in case of Srinagar and Jammu beneficiaries. Providing incentives, establishment of libraries, proper instructions to supervisors and instructors were the suggestions of the study.

Centre for media studies, (1994)⁵⁵ attempted to measure the impact of adult education programme / Total Literacy Campaign (TLC) on individual and community with reference to social and economic development in Bilaspur district of Madhya Pradesh. Twenty villages were randomly selected from 25 blocks and from them two sets of sample were drawn. Of these villagers, those who made literate were considered as treatment group and others who were not enrolled or dropped out early were treated as the control group. The result of the study revealed that the programme caused to increase the enrollment of children and reduction in drop out rates. The programme was successful in awakening women about social issues. The programme brought out a reduction in the distance between officials and the community. Jago Bahina Groups was formed by neo-literates, that launched aggressive anti-liquor campaign and against the practice of beating of women. The Total Literacy Campaign /Post Literacy

Campaign (PLC) had helped many groups in starting income generating activities with assistance from district official and the Panchayats. The literacy skill had given the self-esteem and self-confidence; the acquisition of literacy had an impact on Knowledge, attitudes and practices (KAP) of neo-literates; the TLC/PLC helped in creating a favorable environment of the success of various development programmes.

G.B.Pant Social Science Institute,(1997)⁵⁶ conducted an external evaluation study of the Total Literacy Campaign in Tikamgarh of Madhya Pradesh, attempted to provide objective and reliable assessment of the literacy and social impact of the campaign in the district. The sample consisted of 8082 learners who constitute 6.74% of the total number of current learners. Out of this, 6018 learners took the test, in which 5.02% was from the total current learners. Sample consisted of 4800 genuine learners, 3282 absentee learners and 1218 proxy learners who were completed the test. It was found that around 74 percent of the learners attained National Literacy Mission (NLM) literacy norms. The proportions of the successful learners were 92.2% 86.3% and 90.3% respectively in reading writing and numerical abilities. Out of 70,668 current learners, 5.95% attained literacy norm. The proportion of successful learners against district target was 36%. The backlog was 1,25,635 non-literates who constitute 64% of the total non literates in the district. Male Voluntary Trainers (VT) ran majority of the classes and the percentage of female VTs were less than 35. About 93% centers had adopted traditional (alphabetic) method of teaching. Organization of literacy and social issues programmes such as Nukkar Nataks, cultural programmes and puppet shows, at regular intervals in the village were the important suggestions of the study.

Centre for Media Studies, (1997)⁵⁷ conducted an external evaluation study in Total Literacy Campaign (TLC) in Panipat. Out of 1,60,000 non literates in the age group 15-45 in the district 88,000 were enrolled under TLC. The study attempted to find out learning outcome, impact assessment and attitudinal changes of the participants. The study revealed that out of the sample 12.1 percent achieved literacy norms; the literacy attainment was 9.2 percent out of learners enrolled; 5 percent of identified learners were non literates; literacy campaign had added to the self-esteem of the participants and inculcated a sense of pride in them. Education of children, small family

norms, mother and childcare and immunization were the areas in which neo-literates expressed attitudinal change because of literacy campaign.

Giri institute of Developmental Studies (1998)⁵⁸ conducted a concurrent evaluative study of Total Literacy Campaign, Mirzapur with the objective of examining the operational strategies and implementation approach in the context of approved plan of action, identify the strengths and weaknesses of the project and suggest corrective and remedial measures. The technique of stratified random sampling was adopted. Using random numbers a sample of 2,996 learners from 40 villages of six sample blocks were selected. The study concluded that the male Voluntary Trainers (VT) predominantly managed the centres and the female VTs were very few. Majority of the volunteers were trained, but around 25% of them revealed that they received inadequate training. About 50% of the centres did not send the reports regularly and they had poor attendance level. The poor attendance can be attributed to the factors like work load at home, lack of interest, and poor management of centres. Most of the learners belonging to the disadvantaged groups (SCs, OBCs, and women) who belongs to agricultural labourers, cultivators and daily wage earners, and categories who keep on migrating from one place to another. The study suggested for some arrangement to identify and include highly motivated people, social activist, retired and experienced persons to act as VTs in the Campaign to work with missionary zeal. Salary/ honorarium should be provided to the functionaries. Measures should be adopted to ensure maximum participation. The training/ orientation programme should have to be strengthened. By giving those incentives like appreciation certificates, preference in granting loans, financial assistance and employment and contracts in rural development programmes VTs and Master Trainers (MT) should be motivated by the district authorities.

Shah, S.Y., (1998)⁵⁹ conducted an evaluative study of State Resource Centre (SRC) for Adult Education in Madhya Pradesh. The study provide an objective, systematic and comprehensive evidence of the degree to which State Resource Centre, Indore, have achieved its key objectives in matters like preparation of material, training and other resource support to the total literacy campaign in Madhya Pradesh during the eight five year plan, innovations carried out, its networking with other educational institutions and local community. The strategies followed in this study were the critical

study of all the unpublished and published documents of NLM, action plan, annual reports and publications of SRC. The study tools were survey schedule, research evaluation scale, interactive discussion with trainees, staff and director of SRC. The findings revealed that the total number of trained personnel were 7375 who have drawn from all parts of the state. Major achievements were in areas of bringing adequate number of books, pamphlets on different subjects, conducting significant research studies, and organizing a number of extension and innovative programmes such as innovative training programmes in skill development, entrepreneurship, and developmental programme for the neo-literates. The study identified the SRC is suffers from draw backs such as insufficient training programmes, inadequate infrastructure, non-utilization of training materials, poor literacy facilities and lack of effective follow up. The study recommended for developing a course on literacy journalism to train the aspiring writers of neo-literates materials and explore new ways of marketing to sell its products.

Attawar.K., and Ravindra, Prakash, Y.J, (1999)⁶⁰ conducted a study on impact of Total Literacy Campaign (TLC) in intensifying demand for primary education in Karnataka with the objective of identifying the influence of the TLC on the community and the impact of TLC on primary school attendance and retention. Two educationally backward districts where District Primary Education Programme (DPEP) was launched in the first phase were chosen in such a manner that one district had successful TLC and another where TLC was not so successful. Needed data were collected from 299 households of Mandya district, 289 households of Rachur district and twenty-six primary schools learners. The techniques used for collecting data were personal interviews, secondary data discussion and field observations. The findings revealed that even though the participation level varied from place to place and community to community, a large chunk of the village population were aware of TLC. The programme achieved in bringing the primary school and the teachers closer to the community and helped to understand its problems. The environment building activities created awareness about the importance of good education particularly towards girls education that caused to reduce negative attitude towards girls education and ultimately to increase their enrolment and retention in rural areas. Thus, became a promoting force

in intensifying a demand for primary education. A large number of the neo-literates failed to retain the basic literacy skills they acquired during TLC and there was no negative opinion about TLC or PLC in the villagers or among common learners.

Madan, S., (1999)⁶¹ assessed the impact of adult education on modernization of adult learners in Sarojnagar Block of Lucknow District through a comparison of knowledge, attitude and practices of learners and non-learners. Three modern villages and three traditional villages were selected for the study. 750 respondents covering 600 learners and 150 non-learners from both sexes were drawn from selected villages. The methodology was mainly diagnostic in nature. The study concluded that spread of education including adult education was one of the basic attribute of modernization. Adult education has positive impact on modernization on the people in rural areas. The study suggested that if modernization would link with economic improvement of the learners, its growth phase would have become accelerated.

Skill Development Institute, (2000)⁶² made a concurrent evaluation study of Total Literacy Campaign(TLC) in Maharajganj district which consists of 12 blocks, 102 NPs, 937 GPs and 1205 inhabited villages. TLC was implemented in two phases – April, 1995 to October 1996 and March, 1999 to March, 2000. First 10 blocks, then 2 villages from each block were selected randomly at the first stage of sampling for concurrent evaluation. In the second stage, ten more villages one in each block were added. Result of the study showed that one of the learners could qualify in the test. At some places, Pradhans and villagers were of the view that those who could write their name should be treated as literate. The villagers surrounded the evaluation team and learners at the time of test as a ‘tamasha’ because most of them felt ridiculed since no literacy classes were held and according to them, it was futile exercise to conduct the test. According to the community people, those learners who were treated as literate were provided primers. The foremost reason for the failure of literacy programme has been the stagnation of the campaign. Even the most committed Voluntary Trainers, Master Trainers and Key Resource Persons could not sustain their devotion and dedication for such a long period.

Qureshi, Z.H., & Farooz, N., (2000)⁶³ conducted an action research through which the investigators attempted to verify the fact whether the neo-literates use the

acquired literacy skills in their day-to-day communication. The study also assessed the willingness of neo-literates to sustain and improve the literacy skills and to confirm that whether the neo-literates have acquired stable literacy skills. The project was implemented in 10 selected areas under literacy campaign of Delhi Sarv Shiksha Abhiyan Samiti and the universe for the project was 7279 neo-literates who had achieved National Literacy Mission norms. Six issues of newssheet 'Awaz' developed under the project were mailed or hand delivered to them. A sample of 857 neo literates drawn at random were interviewed individually and 55 group interviews were conducted. The major findings were that prominent changes experienced by neo-literates were eagerness to learn and study further, improvement in social interactions and improved awareness and practices in respect of health, hygiene and cooking. Use of literacy skills by neo-literates in their daily life was limited. Reading and writing skills of a significant percentage of neo-literates had not yet been stabilized, and majority of neo-literates were willing to sustain and improve their literacy skills etc were the conclusion from the study.

Kumar, R., Singh, K., and Singh, H., (2001)⁶⁴ made an attempt to study and compare value judgments, perception of neo-literates and left-outs towards literacy campaigns in personal and the community life, and their consensus in favour of the universalisation of elementary education were focused in the study. They adopted case study approach with the help of a sample survey of 17 neo-literates and 71 left-outs under 2 panchayats in Mahora block of Shimla district, Himachal Pradesh. Purposive sampling method was used in this study. The data were collected personally with the help of a family survey schedule developed by the Rajya Vigyan Kendra (RVK), which were used by the panchayath as a sampling unit. Their responses were analyzed and tabulated to have frequencies and percentages. The study emphasized the increase in educational status of children of neo-literates in the age group of 6-14 years with increased conscious of good primary education. Literacy campaigns have shown limited impact on neo-literates awareness regarding changes in education, but not brought changes on illiterate masses. They were not well acquainted in parent teacher association. Neo-literates as compared to literates have displayed more demand to

inculcate pro-social behavior as well as confidence building especially among girl children.

Majumder, Braja, Gopal., (2001)⁶⁵ studied on Continuing Education Centres under State Resource Centres in Tripura with the objective of finding out the effectiveness of Continuing Education Centres on neo-literates, utility of the courses, needs of neo-literates, etc. The study identified some important learning needs of beneficiaries and find out that common people around the area have become aware of the utility of the literacy skill. They have constituted some self-help groups and upgraded themselves through some traditional trades like cane and bamboo crafts, decorated paper articles, food processing, tailoring, embroidery and batic works, indigenous weaving of the tribal, poultry, piggery etc through Continuing Education Centres and Nodel Continuing Education Centres.

Ghosh, Sukumar., and Sikdar, Deb, Prasad., (2001)⁶⁶ made an attempt to study the difference in achievements of the neo-literates of Mass Literacy Campaign in reading, writing, and numeracy in respect to Gender-wise and caste wise among the children (9-14) of tribal belt of Paragana district of Sundarban area. The tool was administered on 96 randomly selected neo-literates consisting male, female, tribal, and non-tribal from ten Total Literacy Campaigns of Mass Literacy Programme in rural area of Sandeshkali Block No 1. Based on Dave Committee Report (1992). Literacy, Numeracy and Achievement Tests were conducted and one questionnaire was prepared, standardized and applied. Mean and standard deviation were calculated and ogives were drawn from the obtained scores. Besides t- test was calculated. It was concluded that there was no significant difference between the performance of males and females in 3Rs but non-tribal were better than tribal in 3Rs. To overcome the problem of slow progress in Mass Literacy Programme, following factors were found influencing- proper methodology of teaching, well equipped teaching materials for literacy personnel, well knit organization, proper supervision (academic and administrative) profound use of mass media, and universalisation of elementary education for 6-11 years children.

Muthumanikam, A., (2002)⁶⁷ studied the impact of the nine self-employment courses namely Screen Printing, Video film Making, Photography, Photographer-Cum-

Videographer, Gem Cutting and Polishing, U-matic Vedio Cameraman, Electrical and Electronics (TV & Radio), Refrigeration and Air-conditioning and Nursing Assistant conducted by the Department of Adult Continuing Education Centre and Extension, Madura Kamaraj University for the period of 1992-1998. Total 38 batches were conducted with 857 enrolled trainees. Excluding the 34 dropped out trainees during the programme period, 823 trainees completed the courses. Survey method was adopted to collect the views from respondents. 322 trainees were selected as sample of the study. It was found that 36.65% of the trainees had plus two qualifications. Among the trainees 49.68% attained the job placement in their respective trades. Nearly 50.31% of those who got jobs belonged to the age group of less than 25 years, 78% expressed good opinion about the performance of the courses and 72% of trainees required the benefit of guidance from department for their future development.

Bhaskaracharyulu and Rao, Vasudeva, B.S., (2002)⁶⁸ conducted a concurrent evaluation study of total literacy campaign, called Akshara Deepthi, of Guntur district, Andhra Pradesh. The strength of the programme were supervision and guidance by certain categories of coordinators and village elders, satisfactory performance and behavior of volunteers, suitable accommodation and lighting facilities, satisfactory performance and achievement of the target groups in general and particularly among specific groups like women, scheduled castes and daily wage earners. Ineffective inter-departmental cooperation and environment building activities, deficiencies in planning and implementation, delay in supply of teaching equipment and materials, use improper teaching methods, were identified as the main weakness of the project.

Raju, S. Surupa., (2002)⁶⁹ evaluated Akshara Sankranthi Programm, a women focused special literacy programme of Andhra Pradesh, to assess the percentage of targets and learning skills achieved by the learners. 5 mandels were randomly selected from two revenue divisions namely Vizianagaram and Parvathipuram. 50 learners from each mandels administered the test and test norms were prepared based on primer 1 (syllabus) of five randomly selected villages. The study found out that the learners were good at reading and poor in writing. The reason for this were lack of proper monitoring by the concerned staff of the programme, delay in functioning, lack involvement of group leaders in the programme, lack of attainment of literacy through group approach.

lack of interest of volunteers, lack of materials, and improper time to implement the programme.

Das, P.K, Kalita, D. C, Shama, T.K, (2002)⁷⁰ conducted an evaluative study to know the impact of literacy campaign on health, hygiene, conservation of environment and awareness towards national integration in Pragytishpur of Karup district of Assam, by selecting nine villages randomly in three panchayats, covering a total of 9 house holds of 10 samples in each villages. Pre-tested questionnaire and interview schedules were used for collecting data related to the year 1997-98. Simple tabular analysis with averages and percentage was adopted to fulfill the objects. Findings of the study emphasized that there has been a change in the life-styles of all the learners and volunteer instructors, hygiene and health status, towards conservation of environment, and participation in the national development programme.

VI. *Studies Related with Women and Literacy:*

Bokil, B., (1987)⁷¹ studied about education of rural women with the objectives of identifying the reasons for dropout of girls in primary education, to explore the possibility of using non formal education for rural women, and to study the suitable curriculum, material, and method for them. The sample selected for this study consists of 100 primary school dropout girls who are learning in Non Formal Education (NFE) Centres and 225 women learning in Adult Education Centres selected from three villages in Haveli Block of Pune district. Observation and interviews were the tools used for this study. The study revealed that: girls who learnt from NFE Centres were from very poor and educationally very lower level families. Instead of going to school, they helped their parents in their work and earned money while their brothers were studying in schools. The community not considered education as useful for girls in their life. The women who have learnt in adult education centres showed good performance in the field of hygiene and least achievement in the field of rights, boldness and social life and shown very low change in attitude towards superstitions. Women in the age group 30-45 progressed well than the age group of 15-35 who were working continuously. The study suggested that male should be trained for adult education in the village.

Vanaja, V., (1989)⁷² attempted to analyze the characteristic of the women learners' dropout from Adult Education Centres of Mysore Taluk. The objective was

finding out the reasons for dropping out and the region specific differences between urban and rural areas. Using random sampling technique eighty dropout cases from Mysore city and five villages were selected. The findings of the study were that maximum dropouts were in the age group 15 to 25 who were among the housewives belonging to backward groups and about 50 percent of dropouts were on account of low economic status. It suggested that Mass media should stress more on women's education and if the programmes were linked with development activities, women would have felt more motivated.

Srivastava, N.K., and Ram.S., (1990)⁷³ evaluated the impact of adult education on scheduled caste women with regard to the achievement of literacy skills, knowledge, awareness and acceptance of small family norms, education of their children and knowledge about health and hygiene practices. Before-After Experimental Design was adopted in the study. The sample was selected from Barabanki, Uttar Pradesh, covering 170 scheduled caste learners of adult education programme. The findings of the study revealed that the programmes were found effective in making the respondents aware of the legal age of marriage, creating favourable attitude towards small family norms, in increasing the learners' knowledge regarding health and hygiene practices, and adult education programme also made them able to read and write with understanding.

Kumar, M.R., (1990)⁷⁴ conducted an evaluative study to find out National Adult Education Programme's (NAEP) role in literacy of adult women in District Kupwara of J & K with the help of an achievement test, that was administered to 234 learner's to evaluate the reading, writing and numeracy skills. The study disclosed that only twelve percent of the sample could read the twelve letters and 5 percent could read nothing. 3 percent could read only ten words and 63.4 percent could not read even a single word. Only one learner out of total sample could read all six sentences and 89 percent could not read. Comprehension was negligible. Learners could write their names and their occupation. Majority of learners were also quite weak in the numeracy skills. Suggestions of the study were qualified and trained instructors should be employed. Timely training must be provided to instructors. Learners should be given incentives in terms of prizes, awards and certificates. The cooperation of formal education department should be

ensured in terms of providing accommodation, furniture, teaching aids etc and evaluation should be done on a continuous basis involving external agencies.

Rao, Gopi., (1992)⁷⁵ evaluated the impact of literacy programmes on the enlistment of women in rural areas of Madhya Pradesh. The study used experimental method and quantitatively analyzed the data. The result was that adult education programme has brought a remarkable over all improvement in all fields of life of those women who were in the experimental group. Attitudinal changes in all the fields of life and living conditions were also obvious in them. The experimental group of women became aware of their legal rights. They also realized the importance of education and started educating their children.

Dighe, A., (1995)⁷⁶ studied about the impact of literacy on women, focusing a resettlement colony in Delhi to understand the impact of literacy on women's lives in India. The study ascertained the views and the perceptions of women to know the reason to join in Total Literacy Campaign, advantages perceived by them, and to find out the changes occurred in their life due to the acquisition of literacy skills. 100 respondents from 20 blocks of a colony in Ambedkar Nagar were selected as the sample. The study concluded that "Kala Jathas" played a marginal role in motivating women. The literacy volunteers who were largely responsible enthrusting women to join in the campaign, most of them perceived literacy to seek employment and to teach their children. Only 16 percent achieved National Literacy Mission literacy norms. Though some had experienced self-confidence and received more respect from husbands, in general, the acquisition of literacy did not seem to have altered or improved women status within the family. The motivation among women was high due to personal and social reasons than teaching/ learning method used, so no reduction was found in it. TLC provided a chance to them to meet and learn collectively, the volunteer instructors were more comfortable with letter method of teaching since most of the volunteers were school students. Literacy process also had initiated the process of empowerment at the personal and individual levels. The desire for continuing education was quite strong, majority of women wanted to continue their education because of strong interest in studying with guidance and supervision in reading and writing during post literacy phase.

Khurana, (1970)⁷⁷ studied the reasons given by women of selected communities

of Baroda for attending adult education classes of individual interest conducted by Home Science Education and Extension Department of the Faculty of Home Science. The study aimed to find out various reasons for not attending the classes, establishing relationship between the reasons given and the age, level of formal education of the women and the occupation of their husband. 87 women from three selected communities of Baroda, who had attended 50 per cent or more of the classes held during the year 1963-1970, was selected as sample. Questionnaire was used for collecting data from the respondents. The study revealed that all of the sample were married and were literate, majority were in the age group of 26-35. A quarter of them had less than high school education and more than it had completed high school education. 50 per cent of the respondents' husbands were college teachers whereas 32 per cent were in professions like doctors, engineers and lawyers. The women indicated that they had attended those classes, which were related to leisure time activities and were influenced by family and friends. Desire to keep on learning, acquiring new ideas and undertaking creative activities to utilize leisure time were their aim through attending the classes. The study proved that method of teaching, the personality of teacher, desire to acquire new ideas continuously and the friendly atmosphere of the class acts as a motivating factor and had a bearing upon attendance. It was also found that majority of the learners did voluntarily with no obligation to the student teacher or the supervisor of these classes.

Saroja, N., (1997)⁷⁸ conducted a study to evaluate the personality traits, self-concept and achievement-motivation of female adults' vis-à-vis their literacy level with the aim of exploring the possibilities of motivating women towards adult education. The findings of the study were- females from rural, semi urban and urban areas did not differ in their self—concept. Women with low socio-economic status (SES) and high SES differed significantly in their self-concept. Effect of age on self-concept of female adults was not significant. Literacy was a potent factor in determining self-concept of female adults. Positive correlation exists in between self-concept and achievement-motivation of female adults and achievement-motivation of females residing in rural, semi-urban and urban areas was not significantly different.

State Resource Centre, Pune, (1997)⁷⁹ tried to explore the continuing educational needs of women in tribal, rural and urban areas and attempted to suggest the curriculum, programmes and material for continuing education for women in tribal, rural and slum areas. The sample consisted of a taluka, which had tribal and rural villages in all, 20 villages in which 5 villages were from tribal areas, 15 from non-tribal rural areas and four from slums in Pune city were selected to obtain data about needs of slum women. The techniques used to collect data were interview and observation. It was found that as we go in the remote tribal areas the need of information becomes more and more acute than rural and urban areas. The information needed was in the area of improvement in agriculture, different occupations and development schemes. Three areas requiring more attention were attitudinal change among women regarding their health and hygiene, motivation for participation in development work, income generation activities for women between age group of 15-35.

Kaur, P., (1998)⁸⁰ aimed to explore factors which motivate rural female adults to participate in adult education programme in relation to personal, economic, social, political, educational, and age related factors of motivation. 500 rural female adult who were participating in the adult education programme conducted by Chandigarh Literacy Council under Total Literacy Campaign were selected as sample of the study. To identify the factors of motivation, questionnaire was administered. The personal factors suggested by the respondents were given in their order of most selected to least selected one as factor of motivation, which was to know the importance of giving education to children, to learn embroidery and sewing, to acquire knowledge to take care of health of the family, and to obtain knowledge about keeping clean etc. The most commonly mentioned economic factor was to acquire knowledge about household accounts. These factors were followed respectively to learn ways and means to enhance income, to learn about money saving devices and to make proper use of money were the other. Communication with people without hesitation was the most frequently mentioned social factor, which was respectively followed by to live in harmony with family members, to increase social consciousness, to be able to solve village problems, and to be able to solve domestic problems. Most important educational factors of motivation were learning to sign.

respectively followed by learn to count, to read, to study religious book, and to read and write letters.

Zorabi.D., and Pannu, B., (1999)⁸¹ attempted to examine the practices and attitudes towards gender equality and empowerment of women. A sample of 263 women learners from five blocks of Roopnagar district in Punjab was taken. The study concluded that preference for male child was one of the main reasons for those women who had more than 4-5 children. Majority of women learner had the knowledge that sex of the child in the womb of the mother can be found out in advance. Majority of the respondents said that property should be given to the male child and the women once married become the property of her husband.

Manjeet and Sharma, Anuradha., (2002)⁸² examined the effect of vocational skill development programmes on women in terms of income generation, differential effect to level of literacy and desired vocational skills to be cultivated. 250 women attending the vocational education programme were selected and the required information was collected with the help of a questionnaire. The study find out that vocational training in the Continuing Education Programme has been successful either directly or indirectly in cultivating the general management skills and enhancing income generation among the women and their decision-making abilities. All sections of society have been participating in this programme freely, according to their need and choice of required skills for daily use, which have immediate utility for them in their home affaires, management and above all active participation in society, which were reflected through their attitude, behavior, and quality of life.

VII. Studies Related with Needs, Interest, Attitude and Opinion of Adult Education:

Dixit, Asha., (1975)⁸³ studied about the educational need patterns of adults in the urban, rural and tribal communities of Rajasthan. The adult learners within the geographical boundaries of Jaipur and Udaipur were the sample selected for this study. The study revealed that (i) majority of the adults in the urban community expressed their preference for the areas of further education, vocational education and other professional courses. (ii) The adults gave primary position to their economic needs and, therefore the adults should be trained for vocational competence and increased economic efficiency. They only perceived their educational needs as to be secondary.

Gadgil, S., (1979)⁸⁴ studied about the need for continuing education and highlighted that it is necessary to ensure that children are successfully retaining the basic capabilities acquired during the previous years. For this after completing the non-formal education programme, continuing education programmes need to be conducted at least for one or two years or more at the primary level. He also suggested that continuing education programmes should become an integral part of the non-formal education scheme for school-going children.

Badani (1981)⁸⁵ studied the profile of beneficiaries of National Adult Education Programme (NAEP) launched by the M.S. University of Baroda in 1980. The investigator attempted to identify socio-economic background of women beneficiaries, motivation, participation, perception of their awareness and attitude towards NAEP using a random sample of 50 learners who were selected using "draw a lot method". The study concluded that most of the respondents were between the age ranges of 16-34 years and 87 per cent of them were illiterate. Audio-visual aids had no appreciable impact on them. However, the instructor or the project officer influenced them. Majority of them did not have negative attitude towards the class in terms of distance and time. The investigator found slackness and extra work as the main reasons for not attending the classes. It was found that respondent had positive attitude towards the class because of good instructors, useful contents, convenient time and place of class. It was found that many of instructors were sent for teaching prior to training.

Saini, Javinder singh,(1988)⁸⁶ tried to examine the attitudes of adult learners towards adult education, literacy awareness and functionality. The study was conducted in Hoshiarpur district in the State of Punjab. Descriptive survey method was employed. Using purposive random sampling technique, 230 adult learners who were regularly visiting 14 adult education centres was selected. An attitude scale based on Likert's method of attitude scale and interview technique was used to collect data from the sample and was analyzed by using simple statistics. The study revealed that both males and females learners had a favourable attitude towards the adult education programme. Few variations were found in the urban and rural learners. While urban learners had shown an inclination towards awareness and functionality aspects, rural learner's bent was towards functionality aspect. It was found that age did not affect this difference in

their attitudes. When women favoured more to literacy and functionality than to awareness, more men favoured literacy and awareness components than functionality.

Riarh (1988)⁸⁷ investigated the needs and aspirations of the rural uneducated adults in order to opt a curriculum for them. The needs and aspirations were brought out by a descriptive survey method. A sample of 320 respondents was taken from four randomly selected villages from 4 tehsils of Hoshiarpur district in the state of Punjab and was spitted into groups based on age groups. An interview schedule was prepared to include personal data of the respondents, their needs, aspirations on areas of economic health and sanitation, education, agriculture, social, Political emotional, cultural and intellectual. By computing chi-square co-efficient of correlation and t-values, obtained data was analyzed. The study revealed that there is a significant correlation between the needs and aspirations of rural and uneducated adults. In the case of both sexes, socio-economic status had no effect on their needs and aspirations. Nevertheless, age factor influenced their needs and aspirations only in their occupation and agricultural preferences.

Puri, Kuldeep and Kaur, Navleen, (1996)⁸⁸ using a descriptive survey method studied about attitudinal development in neo-literates through literacy and investigated to check a change in the outlook and development of an attitude in learners on different issues like value of education, environment conservation, health awareness, population education, women's empowerment, universal brotherhood and attainment of self-confidence. The sample consisting 545 neo-literates comprising 445 females and 100 males, who were derived from two districts of Punjab. Faridkot and Hoshiarpur who had participated in the literacy campaigns and had successfully completed the basic literacy programme. The tools for the study were an attitudinal development scale. The study concluded that age could not hinder learning process. Learners began to conscious about health, that was revealed through positive attitude towards immunization, began to visit a qualified doctor than quacks, and a general dislike for alcohol and drugs. They became conscious about less number of children, bringing gender equality, and reduction to the belief for a male child. It also caused to women empowerment through increase in woman's participation in democratic process, creating conscious about female learners about being organized and can get due benefit from the Govt. welfare

schemes than males. It resulted in increasing the age of marriage, considering human being as equal, unity and integrity of the nation and being free from exploitation.

Sharma, A., (1997)⁸⁹ studied on factors promoting retention of interest in literacy among Neo literates. A sample of 80 neo-literates was drawn from those learners who had appeared in the external evaluation test from Kharar in Punjab. The study concluded that more than half percentage of the learners had to retain the literacy skills. Those learners who had retained literacy had more positive relationship with the literate head of their family and had lesser number of children. Majority of learners wanted to read religious books, storybooks and books on food and nutrition. Neo-literates wished to know more about vocational skills like stitching, soap making, cane knitting etc. Learners who retained literacy skills had positive attitude towards literacy compared to learners who had not retained literacy skills and learners who had retained literacy skills helped their children in their study.

Balasavaran, T., (1997)⁹⁰ conducted a study about the attitude and achievement of women neo-literates of post-literacy programmes under NLM in Pudukkottai district. The objectives were to find out the relationship between the attitude and the achievement of women neo-literates of post-literacy programme, the difference in the location of post-literacy circles, the achievements of women neo-literates in total literacy, the relationship between selected socio-economic variables and the attitude of women neo-literates in total literacy programmes. He used multi-stage sampling procedure and tested the null hypothesis. A significant difference in the attitude of women neo-literates belonging to different occupation towards all the chosen dimensions of post-literacy programme and a significant relationship between age, family income, property, level of attendance and attitude were brought out by the study.

Sharma, Anuradha., (2001)⁹¹ studied learners' attitude towards literacy campaign taking data from ten adult literacy classes in Mohail subdivision, Ropar District of Punjab. Broadly, the aims of the study were to find out the rural and urban learners' concept on Total Literacy Campaign (TLC), to know the processing of TLC, awareness level of learners, priority requirements in their area and motivation by the community. Normative survey method based on purposive random sampling was used to collect data from 200 rural and 165 urban adults. Using tabulation and frequency analysis the broad

conclusion emerged because of this study were that both maximum learners and volunteers are in the age group of 15-35. More urban learners than rural have completed the second and third primer and were aware of the issues which were discussed in the literacy classes or having in the primers. Rural learners had more favorable attitude towards the concept and processing of TLC than urban learners do. Urban area volunteers were proportionally more qualified. Both have somewhat different sensitivity towards village problems. Community people of rural areas were more motivated the adult learners than in urban area.

Singh, Hitaishi., (2001)⁹² studied the opinion of the neo-literates to know what their interests, benefits, understandability and availability etc regarding reading materials to provide a feed back for developing effective and suitable reading materials for neo-literates. Using an interview schedule data was collected from Lucknow district where adult education classes were organized by a voluntary institution as a project. 50 respondents of 3 villages and 2 mohallas, who had attended adult education classes at least for 6 months, constitute the sample. It was found that though they have read at least one book from the available 130 books, most of the respondents have not been stabilized in reading. Male respondents utilized the book than female. Book on general knowledge, sciences and technology, family welfare and religion have been read by most though they were available in small number. Physical, readability and usability criteria along with presentation of contents and social themes were the major factor for preferring a particular book. Agriculture, cottage industries, other business, family welfare and religion were respectively the areas suggested by respondents for reading materials but single female did not show interest in current affairs.

Dr Rani, K. Sudha, and Eswaraiah, G., (2002)⁹³ attempted to identify the interest and extend of exposure of neo-literates to television, newspaper and radio. randomly selecting twenty neo-literates from CECs of three villages of Pakala Mandel in Chittoor district of Andhra Pradesh. A questionnaire was used to elicit responses. The study clearly shown that exposure to mass media is not up to the mark in our country. Majority of the learners were interested only in recreational programmes and radio is becoming less usable because of TV since it is both audio and visual. This study emphasized the need for promoting greater use of mass media among neo-literates.

VIII. *Studies related with Literacy and Population Education:*

Qureshi, Z.H., and Rahman, S., (1993)⁹⁴ attempted to find out the impact of population education on the learners of adult literacy programme. A sample of 934 learners was drawn from centres run by Government and voluntary agencies and experimental centres run by SRC, JMI. With the help of interview schedule, required data was collected. The findings revealed that after the completion of the literacy programme, learner's knowledge regarding minimum age at marriage of girls, legal age at marriage of boys and girls, effects of early marriage and spacing of children increased considerably. All the respondents had developed the appreciation of problem of over population and related issues on quality of life. After participating in population activities there were positive changes in attitude of beneficiaries and it was found that the clients were moving towards the stage of demand for population control measures.

Gupta, N., (1997)⁹⁵ examined various problems faced by the developing countries to influence human behavior while imparting population education through non-formal adult education. The study investigated about the role of mass media and universities in promoting population education through non-formal adult education approaches. The data was collected from Dhankenal District of Orissa and Manikganj region of Bangladesh in the during of 1970-85, from a sample of 300 respondents from both countries. Data collection tools were group discussions, formal and informal individual and group interviews. The findings of study were that population education policies have been adopted by these countries in one or the other form to influence size, growth, composition or distribution of population. Both countries emphasized mainly on tubectomy and women oriented family planning. In the area of Vasectomy operations, signs of decline were shown. Most neglected area were maternal and child health care services. Radio was the most popular broadcast media in rural areas. The potential role of folk media as an important agency of non-formal education for rural development was highlighted by the study. Extensive cooperation of voluntary organizations helped the literacy programmes in both countries. The role of family as a unit was ignored in the family life education programme, and was confined only on a family planning programme. Information, Education and Communication (IEC)) has had negligible impact in this field. Religious factors did not play an important role in limiting family

size. The study shown that there was an over all inadequacy in implementing the holistic or integrated approach in population education.

Sexena, S.A., (1997)⁹⁶ studied about Formal and Non-Formal Education Programmes to examine the effect of education on social change, political struggle and consciousness. Searching, identifying and analyzing the nature of poor people's responses, the study tried to understand those paradoxical phenomena of rejection or resistance to various education programmes. The tools used for the study included in-depth individual interviews, through critical analysis of own participation, and studying available documents, minutes of important meetings, books, articles in research journals and newspapers. Through case studies of Andhra Maha Sabha (AMS) of Telegana region of Andhra Pradesh, Kishore Bharti, Hoshangabad district of Madhya Pradesh, Nellore Literacy Campaign and anti-arrak, agitation of Andhra Pradesh the effect of education on social change and political struggle was examined. The study revealed that the path predicted by reproduction theories did not follow in education programmes, the active resistance by people did not acknowledged by the conflict theories, but resistance had the seeds of change, non-reproduction and resistance precipitated internal struggle within the group and lead to polarization on ideological basis.

Centre for Media Studies, (1998)⁹⁷ tried to asses the impact of UNFPA assisted population educational project on neo-literates. Pre-test and post-test design was adopted. The experimental treatment groups were the learners who made literate in adult education programme and those who did not participate or dropped out early and remained illiterate were considered the 'Control Group'. Two districts each in Rajasthan and Uttar Pradesh were selected for the study, structured and unstructured interview schedule, focus group discussion guide and unstructured interview guide for functionaries were used as tool of the study. The study revealed that: overwhelming differences between neo literates and non-literates were found in knowledge level, attitudinal disposition towards minimum age of marriage and problems of early marriage, spacing and small family norms. As far as nutrition and health issues were concerned, both the groups were in favour of same treatment for boys and girls. More than 90 percent felt that large family leads to poverty. Majority of the neo-literates were in favour of sending girls to school. Female neo-literates were more aware than male neo-literates in respect of their family life and its

components, i.e., namely family planning, health and social problems. In respect of family planning, unmarried neo-literates have more awareness than married neo-literates.

Kumari, P. Vasatha, and Srinivasulu, J., (2001)⁹⁸ attempted to identify the attitude and involvement of learners of CECs towards population education that ultimately helps to create awareness in the field of population education among them. Though the investigator attempted to collect data from all the existing 18 Continuing Education Centres as per the information provided by the Mandel Literacy Organization of Tirupathi, only one in Santhi Nagar at Tirupathi rural mandel with 7 males and 33 females became cooperated to provide required data. Percentages of the learners who know what population education are was calculated and analyzed using percentages. Study find out that majority of the learners have positive attitude towards population education, topics on population explosion problems, small family norms, family planning methods etc and there is inadequacy of literature, training, curriculum and lectures on related topics.

IX. Studies Related with Problems and Constraints:

Johnson, J.P. (1970)⁹⁹ attempted to assess the status of adult education in Tamil Nadu and suggested a plan of action. His study emphasized that to arrest the growth of the problem of adult illiteracy, the first attention should be given to the effective eradication of the problem of wastage and stagnation at the school stage. Adult education programme did not serve this purpose very much.

Siddiqui (1971)¹⁰⁰ conducted a study to find out the reasons for not attending the adult education classes in Home Science with respect to their socio-economic status and age. 100 women were selected from seven communities of the Baroda city in which adult education classes in Home Science based on individual interests were conducted by the students of the Home Science Education and Extension Department of the faculty of Home Science of Baroda in the year 1967-1970. To collect required information a questionnaire was used and analyzed using Chi square tests. The study revealed that majority of the women did not attend the adult classes in Home Science most of the time due to reason like lack of time, lack of interest in the class activities, keeping them away for any socio-economic status/ activities, and because of health problems. In rest of the areas, no significant difference was found in the frequency of

the reasons given by the adult women from different socio-economic status and age groups.

Bishnoi (1978)¹⁰¹ made an attempt to study the reasons of not attending the adult education classes by women, conducted by the Labour Welfare Centres with respect to their socio-economic status, age, level of education and their home making interests. 100 women residing in Akota district of Baroda were selected for the study and the data was analyzed using Chi square test and percentages. More than fifty per cent of the respondents reported four reasons for remaining absent from the classes i.e., household work, return of husband and children from working place and school, young children and frequent guests. Time, educational, psychological, health, subject matters, publicity, teacher place, social status, religion and social belief, were reported by less than one tenth of the respondents as the reason for not attending the classes.

Vasudeva Roa (1984)¹⁰² studied about the problems of implementing agencies of adult education programme. The study revealed certain recommendations to solve the problems of the implementing agencies and to improve the quality of implantation such as the responsibility of providing amenities and accommodation for running adult education classes in the villages should be in the shoulder of the punchayaths and in the urban areas it should be under the municipalities. In necessary situation, they have to pay the rent and they can utilize the service organizations for the purpose of non-formal education.

Thakur (1986)¹⁰³ studied problems and job satisfactions of the adult literacy teachers using a sample of seventy five adult literacy teachers from Dabhoi taluka of Baroda district in 1985-1986. The problems were located in the areas of motivation, physical facilities and teaching aids, teaching and evaluation methods. Emphasis were given to find out the significant difference in problems faced by the adult literacy teachers in conducting adult literacy classes according to their sex, years of experience, job satisfaction in the areas of salary, possibilities of development and security, professional preparation and ability utilization, teacher-student relationships, recognition by community and family life. Majority of them phased problems in motivating adult learners, in teaching and evaluating, conducting adult literacy classes because classes were conducted at night and were not satisfied with their present salary. They were

satisfied in the area of student-teacher relations because adult learners were obedient and they respected adult literacy teachers. Community and family life satisfied majority of female teachers in the area of recognition because their status in the society was satisfactory. In facing problems regarding motivation, teaching, evaluation methods, physical facilities and teaching aids the respondents' sex or teaching experience did not significantly differentiate them. No significant differences was found among teachers in their job satisfaction in areas of salary, possibilities of development, security, professional preparation, ability utilization, teacher student relations, recognition by community and family life.

Das Manoranjan, (1990)¹⁰⁴ conducted an investigation to examine the impact of socio- economic problems on implementation of adult education programme in Assam. The study concluded that the factors that played destructive role in the expansion of adult education programme in India were poverty, illiteracy, ignorance and unwillingness of illiterate adults, social customs, religions fanaticism, conservatism, traditionalism and national calamities like floods.

Muthuchamy, I. (1991)¹⁰⁵ made an attempt to find out the role performance of adult/ continuing education preraks in Rural Functional Literacy Programmes (RFLP) of Tamil Nadu. The performance of the prerak was rated as low with regard to organization of literacy and post literacy activities, dissemination of functional information, mobilization of resources, and professional devotion and guidance. The result of the study was that the performances of Preraks were high with regard to organizations of cultural and recreational programme.

Khatun, S.A. (1991)¹⁰⁶ conducted a study on the problems of adult learners of the Rural Functional Literacy Project centres in the district of Cuttack. The findings were that 50 percent dropout was a regular phenomenon. Inadequate supply of reading and learning materials and the existence of wide difference in the learner's age group i.e., 15-35 years, created hesitation among the grown-ups to learn with 15-years old. The pressure of economic earning was so great that left no energy and urge in them for attending the centres. Lack of mass media like television, radio in the centres and non-provision of any vocational training in most of the centres were also the problems of adult learners.

Ahluwalia and Sharma, (1995)¹⁰⁷ conducted a cross-sectioned survey to study the reasons for which the learners dropout of the literacy campaign. A mixed sample of 205 learners was drawn from Hoshiarpur and Faridkot districts in State of Punjab and from Union Territory of Chandigarh. With the help of a questionnaire, the required information was collected from the learner's. Major reason cited by the learners about women drop out of the programme was the household drudgery, which caused tiredness and allowed no time to attend the literacy classless. Where as, to males it was due to unemployment, poverty and being casual labour. Non-individualization of the programmes according to the need and inner capabilities of the learners, no linkage of literacy class with skill development, uninteresting learning materials, and shyness of coming out of their houses, shyness due to their age or apathetic attitude towards the programme were the other reasons cited by learners.

Board, P. S., (1997)¹⁰⁸ studied about the difficulties faced and measures of remedy for adult education programmes in Slums and sought to study the development of adults due to adult education. A sample of two hundred adults from slums of Akola city was studied. Major findings were that: there is marginal coverage to the awareness creation activity; insufficiency of proper environment creation activities to attract people for education; non-provision of information on development agencies; non-coverage of functionality aspect; and no remedial measures were taken to rectify mistakes.

Kale, S.S., (1997)¹⁰⁹ conducted an investigation to find out problems of volunteers in Mehkar Taluqa and possible remedial measures for the solution of those problems. Adult learners and volunteers each from 60 centers of villages were selected for the study. Survey method was used. The finding revealed that no training programme was organized for the volunteers. Most of the volunteers were student and unable to impress the adult learners. The volunteers were not encouraged for teaching adults for learning. Lack of separate classes for males and females, inadequacy of the supplied materials, volunteers' inability to understand adult psychology resulted in non effective teaching and non availability of audio-visual aids supplied to the centers were the other problems volunteers identified by the study.

Kumari P Vasanthi, Rani K Sudha, and G Surendra (2000)¹¹⁰ studied about the constraints of Continuing Education Programme. The sample was selected from Andra

Pradesh and discovered that among 140 lacks of illiterates in the age group of 15-35 years who were identified by 1998 March, 70 lacks have been made literates through Total Literacy Campaign and Post Literacy Campaign programme. Beneficiaries learnt the need for savings, improved their occupational/professional skills and thereby tension in the society has been reduced. Data was collected from 100 members of CECs and 25 Preraks in different villages of Nellore district. For collecting information a questionnaire and interview with respondents was arranged. It was discovered that Preraks failed in their duty to convince the needy and organize the programme in such a manner that would sustain their interest. Preraks were not co-operating with the beneficiaries in enriching their knowledge on different aspects. Inaccessibility of the location, lack of sufficient accommodation, low representation of female learners due to non co-operation from husbands and family members, heavy workload upon them were the problems identified. The other major problem of CECs identified by the study were lack of commitment, interest, expertise and proper educational background of preraks to discharge wide variety of functions, non satisfaction with the existing honorarium and its delayed provision, their mid way resign from the job and learners pressures on preraks, lack of awareness among beneficiaries about CECs and its importance.

X. *Studies related with Practices and Strategies:*

Ali, M., (1979)¹¹¹ studied about the different types of leisure time activities for the adults. Survey method was used in this study. Interview schedule was the main data collection tool. The findings were that rather than music and dance the most popular recreational activity of adults were listening to radio and watching television. However, majority takes more interest in listening to music than in educational programmes. Few people like smoking, drinking and gambling to spend their leisure time while, very few like sports and reading.

Reghu, V., (1983)¹¹² attempted to investigate the instructional strategies and techniques used in the rural Functional literacy programme. Findings of the study indicated that even if the participation by the learners is initially low, discussion, as an instructional strategy seems to work well. Very low response was evoked to the technique of 'Study tour' and few centers had adopted organizing variety entertainment programmes. The study suggested that facilities for the use of audio-visual aids should be

made available in different centers and special training programme need to be provided on instructional strategies and techniques for organizers and instructors of functional literacy programmes.

Dave, R.H., (1988)¹¹³ studied about strategies and described strategy as the overall methodology used in a research based programme. Twelve components were outlined under strategies and their use was studied in an international study on literacy. The aspects found relevant for India were providing supplementary reading material, creating mobile libraries with exhibits and new readers, developing extension literature in the areas where learners' occupational pursuits, use of traditional and folk media to attract and sustain the interest of adult learners on potential themes for learning.

Chandel, N.P.S., (1992)¹¹⁴ conducted an investigation to study the cost effectiveness of the National Adult Education Programme with special reference to the seventh Five-Year Plan and found in comparison to rural functional literacy programme (RFLP) that State Adult Education Programme (SAEP) was more cost effective.

Parik, Gokul., (1994)¹¹⁵ has studied the community involvement factor in greater details, assessing the adult education programme in Gujarat. The study aimed at examining the level of community involvement, reason for lack of such involvement and suggesting ways of improving it. The reason for lack of such involvement was to the fact that the instructors did not undertake any significant mobilization efforts.

Latika (1995)¹¹⁶ conducted a study about the administrative and organizational set-up of the departments of adult continuing and extension education of the universities of Maharashtra and studied about continuing education and extension programmes, implementation strategies and problems, training programmes, monitoring and evaluation procedures, contributions in the field of research and publications, the achievements and future programmes. Under the broad categories of historical research and descriptive studies, a combination of documentary study and assessment methods were employed. Based on the characteristics and feasibility of in-depth study a purposive sample of two universities were selected and found that the universities of Maharashtra has been actively engaged in spreading adult education.

Sub-section B**Adult and Continuing Education related Studies in Kerala****I. *Studies Related with method and Material:***

Shankar, R., (1972)¹¹⁷ has done an experimental study about teaching through 'Naya Savera' method. The objective was to find answer to the question that was there a need to reduce the period of literacy course. For experiment, three groups of learners-one control group (consisting of two sub-groups) and two experimental groups were taken. One of the experimental groups was given a nine months course and the other six months course. The contents were the same in all courses. At the end of the experiment, on experimental subgroup, each of the nine months and six months courses was examined on the old test and the subgroup on the 'new' test. The main findings were that in case of nine months control group and experimental group, the difference between the mean numbers of words reading per minute was significant at .05 levels. The experimental group was doing better in 'new' test, where as control group was doing better in 'old' test.

Narayana, P.C., (2003)¹¹⁸ studied about the development and testing of criterion for the preparation of neo-literate books in Malayalam. The objectives of the study were to find out: reading interest of the neo-literates, pool the opinion of experts on the preparation and production of neo-literate books in Malayalam, develop criteria for the preparation of neo-literates books in Malayalam, to prepare manual for the preparation and evaluation of neo-literates books in Malayalam. Findings of the study revealed that: the neo-literates possessed adequate interest in learning, there was insufficiency of books, among the available books for neo-literates majority were not attractive with respect to their content, style of presentation, language and external appearance. Neo-literates are in urgent need to have separate reading materials, which should be generated and prepared considering their reading interest and the content of books should be related to their day-to-day life.

II. *Studies Related with Media:*

Pillai K. S., (1988)¹¹⁹ conducted an evaluation on *Oru Thiri Koluthu* (Light a wick), a radio serial in Malayalam addressed to non-formal education functionaries broadcasted from AIR, Trivandrum. The serial contained 32 lessons on adult and non-

formal education. Based on the topics covered in the Programme, a comprehensive questionnaire was prepared by State Resource Centre. It was sent out to the listeners of the organized listening group in the adult education centers run by the CAEE, KANFED. Answer sheets of 370 respondents were collected. The conclusions were: Such programmes can create an interest in social work among the learners. As a result, majority of the respondents decided to engage in activities like social work, involvement in continuing education programme, rural development etc. Varied opinions were expressed on the timing, language, presentation and style adopted in the serial.

III. Studies Related with Training Programme:

Nair, G.S., (1980)¹²⁰ studied on the 'Preparation of a training programme for Non-formal Education workers in Kerala'. Major objectives of the study were: to ascertain the different types of training programmes prevalent in Kerala. To study various programmes formulated by the Directorate of Adult Education and the University Grant Commission. Study the opinion and suggestions of experts, community leaders and social workers regarding the training programmes for non-formal education workers. Main findings of this study were attitudinal changes had become noted among the trainers due to training programme. Differences were noted in the objective, content, methodology and evaluation schemes of the different training programme and the instructors trained through new programmes were superior to others. Based on these findings, the investigator suggested that there is an urgent need for the continuation of the literacy centres even after the stipulated period and extending their services to all people of the locality. As far as possible, training or instruction should be given in the locality or the project area. District Centres/Units may be established to make available resources and persons even in rural areas. A central institute at state level to train trainers should be established so that regular supply of trainers/resources, persons to ensure effectiveness of training provided.

Sasikumar, V.M., (2003)¹²¹ made an attempt to analyze the training programmes of Preraks in Kerala state to find out the nature and types of training programmes, to identify the strengths, weakness, opportunities and threats in the trainings. It was a survey type study. The superiority of female to male in keeping favourable attitude towards training was proved by the study. Involvement of State Resource Centre and

Kerala State Literacy Mission Authority in supervision and control through its implementation agencies were the major strengths of the programme. Lack of audio-visual aids, theory oriented sessions, emphasis on knowledge aspect, no following activities etc were the weakness identified.

IV. Studies Related with Motivating the Adult:

Pillai K. S., (1986)¹²² conducted a UGC sponsored project, entitled Identification of Motivational and Facilitating Factors as well as Barriers in the Adult Education Programme with special reference to Scheduled Castes, Scheduled Tribes and Women in Kerala was one of the pioneering evaluative studies undertaken by the CAEE. It was expected that the finding of this study might throw enough light, so that precautionary measures can be adopted to eradicate illiteracy. This study had been attempted with the following major objectives: To identify the factors that help to motivate illiterates and semi-literates to join adult education. To identify the factors that facilitates the continuous participation of the learners in the adult education programmes. To locate the barriers felt or constrains faced by the learners in making use of the adult education programmes. To suggest measures for improving the efficiency of the adult education programme in the light of the conclusions from the study. A representative sample of supervisors, instructors, learners and non-starters were identified for data collection from Developmental Departments, Adult Education Departments, Voluntary Agencies and University. Altogether 360 adult education centres were selected based on a random sampling with in the four strata listed above. The following major findings have emerged, from the study.

- A. Motivational factors were to learn more about their urgent needs, to overcome the feeling of not having attended the school, to overcome exploitation and to take part in the programmes for the upliftment of the weaker sections.
- B. Motivating factors to continue the programme were acquired literacy skills to some extent and got general awareness of the way of life.
- C. Facilitating factors were providing opportunity to mix with many people and interesting learning materials were made use off.

D. Barriers of the programmes research studies were distance of the adult education centre from residence, going far away in search of occupation, too much family responsibilities, and bitter experiences in the formal system and the ridicule of others.

V. Studies Related with Impact, Development and Achievement:

Mukundan, (1974)¹²³ in his study on attainment of learners in the functional literacy classes in Kerala attempted to find out the attainment level of the different types of learners who came from different environments, aspirations, attitudes, values, and abilities. The tool used for the study was an Evaluation Performa, a comprehensive test of achievement intended for the literacy learners. The sample for the study was 800 learners from the 20 literacy centers run by the Kerala Grandasala Sanghom. The result of the study showed a low negative correlation between the age of learners and their total attainment in the literacy classes. No significant relation between age of learners and their attainment in the various components tested through the evaluation Performa, a negligible effect of age on achievement and insignificant relationship with speed in read and writing.

Pillai. K.S. (1978)¹²⁴ conducted a study on “Non formal Education for Agricultural workers and Fisherman” and revealed that a sense of “we feeling” and the readiness to sacrifice had led the community to prosperity. A good number of literates understood the value of co-operation. Neo-literates helped in the community development and fought against corruption, nepotism, black marketing etc. People understood that age was no barrier to learning nor was the strict formal system with all its accessories essential for education.

Prasad, Muraleedhara, R., (1978)¹²⁵ conducted a study on farmers functional literacy programme in selected functional literacy centers at Trivandrum district. Data were collected from 140 farmers, 75 participants and 65 non-participants by interviewing them individually with the help of the schedule. The farmers who were exposed to functional literacy programme formed the control groups. Among the experimental group 45.33 percent of the farmers were high adopters, 50.66 percent were medium adopters, and only a 4 percent were low adopters. The major findings of the study were 50.71 percent of farmers had not attended school or poverty and lack of finance made them dropouts. Disinterestedness (19.2%), consideration of education as not necessary for a

farmer (13.5%) and unfavorable conditions (16.45%) were the other reasons for not attending school and dropping out.

Panicker P.N., and Subaida Beevi, S., (1985)¹²⁶ attempted to evaluate “Literacy Centres and Learners”. The study was conducted in two centers in Nedumangad Block and one center is Parassala Block. The study found that the coaching in the centers was unsatisfactory and the classes were held in a poor way. A good percentage of the learners agreed that discussion were conducted in social, cultural and educational subjects.

Karunakaran, K, (1980)¹²⁷ attempted to identify factors to be tackled in an effective programme of Non-formal education and training of factors. A combination of survey type and experimental type approaches were adopted in this study. The data were collected from Vellanad village of Trivandrum district. The investigator tried to found the significance of difference between the experimental and control group based on level of formal education received by the farmers and (a) availing agriculture loans (b) believes in Rahukalam (c) Devi Pooja as a factor in increased yield. The findings of the study revealed that: majority of farmers received only primary level education. A availing of agriculture loans, use of fertilizers, high yielding variety of seeds, modern agricultural implements and practices and habit of reading were the factors that affected non-formal education and training of farmers. The superiority of trained farmers over non-trained farmers in the paddy development units, regarding all the identified factors were noticeable; there is an inverse relationship between farmers level of education and believes in superstitions and customs. The short duration courses received by farmers do not covered sufficient knowledge of basic agriculture and methods of cultivating local crops. The study recommended that the innovative practices in agriculture, marketing, cooperation, nutrition, and similar other useful topics should be included in farmer’s training programme and courses should have long duration to get maximum benefit from it.

Pillai K. S., (1984)¹²⁸ studied about the impact of adult education programme in Kearnala. It was a study sponsored by the Directorate of Adult Education (DAE), Govt. of India with the help of a sample of 2500 randomly selected learners. Tools used were questionnaire, checklist and interview. The study proved that learners have acquired high scores in awareness and comprehension. A Positive attitude towards reading and

education has been created in the learners. Habit of keeping accounts and preparing family budget had been inculcated among the learners syllabus. Many of the learners have changed their superstitions and customs and have moved towards scientific thinking and rationing. When compare the southern and northern district in literacy the southern districts have acquired much better than in northern districts.

Remadevi, B., (1990)¹²⁹ conducted a comparative study of the organization and various agencies involved in the adult education programmes in Kerala. Findings of the study were that large parts of the instructors were female and belonged to the age group of 21-25 years with less than two years of experience. As far as the organization of the programmes was concerned, the agencies were found to be not very different. CACEE, State Resource Centre (SRC) and, Kerala Association for Non-formal Education and Development (KANFED) published materials, which were used by others. The agencies studied had some common characteristics in terms of learning materials and choice of centres. However, Centre for Adult, Continuing Education and Extension (CACEE) Kerala University was found to be more effective than the rest. It was working better in terms of teaching methods and bringing back the dropouts.

VI. Studies Related with Women and Literacy:

Saradamma M.A., (1991)¹³⁰ made an enquiry into the learning needs of Illiterate Women in Kerala with a view to evolve a suitable curriculum. Collect personal data regarding the socio-economic conditions of the illiterate women of Kerala and to identify their level of aspirations in becoming literate, were the major objectives of the study. Employing a combination of survey and descriptive type of approaches, the study came to the following conclusions. The illiterate women were interested in becoming literate and if proper atmosphere was created for them to learn, they could be attracted to the centres. Nearly, 77.19 percent wished to get some job and earn money while becoming literates, a vast majority of the illiterate women were in the age group of 20-60 years and 31.25 percent earned less than Rs.3600/- per years, 44.87 percent had no schooling at all; 28.18 percent were agricultural workers.

Kumari, Pushpa, B., (1991)¹³¹ studied about the role of income generating activities in motivating the women learners of the Adult Education Centres of Kerala. Identification of the income generating activities that are going in the Adult Education

Centres of Kerala and the role of the income generating activities in motivating the women learners of the centres were the major objectives of the study. The study was based on survey method. Using stratified random sampling procedure, and a representative group of women learners were selected from the Adult Education Centres. Rating scale of motivation and interview schedule were the major tools used for the study. The study concluded that though only 20 percent of the centres had provision for income generating activities, they have played a decisive role in motivating the women group. The women learners from urban centres were better motivated than their rural women counterparts.

VII. Studies Related with Needs, Interest, Attitude and Opinion:

State Resource Centre, Kerala, (1984)¹³² was undertaken a study on the rural functional literacy project. The study was confined to one of the ten Blocks where 150 centres were organized. Perumkadavila Block in Trivanduram district was chosen for study. This study was the first of its kind in Kerala and therefore it hopes to generalize the conditions prevailing in other Blocks as well. Seven schedules consisting of surveys of the literacy worker/supervisor, the conditions obtaining in the literacy centres, the problems organization, the problems of attendance, the learning materials and methods, the literacy levels attained by the learners and the social changes accrued and opinion of learners were used besides an evolution sheet to gather relevant information. The conclusion and recommendations include the following: Concentrated work in a limited area is better than sporadic work in a whole state. Initial and continued propaganda are essential. Local committee if formed will not only assist the animator but also add credibility to it. Incentives are necessary to prevent dropouts. On an average only about 50% of the learners complete the course and still less quality as literate. For effective supervisor more supervisors are necessary. Reduce duration of the course and number to be enrolled. Achievement for learners depend on proper organizational of activities. Achievements in oral, writing, numeracy and reading with comprehension were in descending order.

VIII. Studies related with Literacy and Population Education:

Nair, V. Balakrishnan., (1994)¹³³ This study consists of an analysis of the demographic transition that has occurred in the southern Indian state of Kerala. "The

present study is distinct from earlier studies because it shows the relationship between socioeconomic factors and fertility decline in Kerala through a comparative analysis of two contrasting districts viz, one developed district of [the southern] and another [less] developed district of [the] northern region of Kerala." The author concludes that the fertility differences between the developed and undeveloped regions studies are due to differences in social development, which is as measured by education of adults, opportunity costs, and infant mortality rates. Cultural factors such as religion, the value of children, and age at marriage and differences in the efficiency levels of the family planning programs in the two regions is another reason.

IX. Studies Related with problems and constraints:

Sivarajan, K., (1982)¹³⁴ studied on facilities and constraints in providing non-formal education of 'Harijans'. This study attempted to study the possibilities of providing better education for Harijans through non-formal education and tried to find out the constraints in obtaining literacy, education for dropouts and continuing education. The study found that the main constraints in the education of Harijans were: (i) ignorance about the educational facilities and educational concessions available for Harijans (ii) teachers and management did not properly adhere to the policy of reservation for Harijans and (iii) economic instability.

X. Studies Related with practices and strategies:

Nelson, D., (1984)¹³⁵ conducted a study about the possibility of using the agencies and facilities of the formal educational institutions for the practice and benefit of non-formal education in Kerala. He also attempted to find out the possible hindrances in the utilization of human resources for the practice of non-formal education. Nearly, 760, respondents including teachers, heads of institutions and administrations in the field of education together constituted the sample for the study. Tools employed for collecting data were questionnaire, interview and observation. The study brought to light that the formal educational institutions in Kerala like schools and colleges possessed sufficient physical facilities. Majority of school and college teachers were found to favour the utilizations of these facilities for the practice of non-formal education. The study also revealed that the educational institutions in Kerala had sufficient 'human resources' and non-formal education in Kerala can enormously benefit from them if utilized properly.

The conclusion drawn from this survey of related studies reveals that several efforts on adult continuing education that has been conducted in India and foreign countries. These efforts were in areas like occupations of adult learners, method and material preparation to meet day to day requirement of the learners, use of modern media for educating those neglected section of society, bring out more fruits from the training programme and manners of motivating adult learners. The impact /development /achievement/ outcome and draw backs of the existing programme, literacy of women, needs /interest /attitude and opinion about adult education, literacy and population education, problems and constraints of adult education programme, and practices and strategies followed in adult continuing education programme were the other areas surveyed for this literature study. The studies show the strength and the weakness of the existing system of adult continuing education. There are still enough areas to conduct valuable researches on the above-mentioned areas and others.

The findings of the studies were found extremely useful to develop strategies, policies and schemes that are necessary to eradicate illiteracy from the land of India. Since adult illiterates are mainly from the poor and downtrodden section of society, research studies on this field should be commitment of our nation. This kind of research studies can be used to improve the existing condition of those neglected section of our society. University of India, more specifically University Grants Commission can play appreciable role in this direction.

However, the present investigator is unable to find a single study about the relationship between local self-government and Continuing Education Programme. Besides, more attention also need on aspects of policy and practice of adult education, application of innovative technologies in the learning of adults, economic aspects of the programme, sustainability, and role of governmental and non-governmental agencies. Remedial measures, participation of industry and services in the programme, family life education, value education, on social issues and various programmes of continuing education centres also need to give attention.

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CHAPTER III

DESIGN AND PROCEDURE OF THE STUDY

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CHAPTER III

DESIGN AND PROCEDURE OF THE STUDY

Research design is a kind of blue print to an investigator. It is a systematically prepared outline and a detailed form of procedures, that states the manner in which an investigator carries out the research. It is the plan, structure, and strategy of investigation conceived as to obtain answers to research questions and to control unwanted variance. With the help of research design a researcher can test the hypothesis, analyze the obtained data, and can answer the research questions to check its validity, accuracy, objectivity and economical aspect. Thus, it is the general structure not the content of the study.

The major aim of this study was to evaluate continuing education programme in Kerala State focusing on the role played by the local self-government. Keeping this aim in view, the study was designed to evaluate the Continuing Education Programme provided through Continuing Education Centres in Kerala under local self-government. The study had considered data in between the period of 1998-2006. Views of adult continuing education related persons and local self-government representatives of Kerala state had studied through randomly selected centers, local self-governmental representatives, functionaries and beneficiaries. In order to have proper representation, the districts were selected based on their geographical position, diversified nature of programmes and performance data of district. For this study, various tools and techniques such as interviews, inventories, observation, focus group discussions and study of documents have used, analyzed and interpreted.

3.1 POPULATION AND SAMPLE OF THE STUDY

A population may be statistically defined as any collection of identifiable and well-specified group of human beings or non-human entities such as objects, educational institutions, time units, geographical areas etc. Based on easy accountability of its members, it can be divided into finite and infinite. A finite population is one, in which all of its members can be easily counted and it is not possible in an infinite population. Similarly, a population may be real or actually existing or exist only in

imagination. Through studying a small part of the population, it is possible to obtain a fairly dependable result. Besides, impracticability to contact every item in a larger population and the possible wastage of time, money and energy, make it difficult to study the entire population in a single study. So a small part of the population called sample is selected according to some rule or plan to represent the entire population, which can do a satisfactory job. There for a good sample should be representative and sufficiently large in size. However, these two are independent each other, since the size of sample increases there is higher representativeness. A statistical measures based on population is called 'parameter' and a statistical measure based on sample is called 'statistic'. A statistical inquiry aims to estimate parameters from statistics.

Population for the present study constitutes the entire local self-government representatives, Continuing Education Centres and its functionaries, adult continuing education related personnel and beneficiaries of the Continuing Education Programme of India.

This study is based on both primary and secondary sources. The primary sources are original source, while not necessarily more reliable than a secondary source. A primary source has the advantage of being closely related to the information it conveys and as such is often considered essential for researcher. The primary sources used in this study are observation of Continuing Education Centres and views of Panchayat/ Block/ District level representatives, Preraks/Assistant Preraks/ Nodal Preraks/ Assistant Nodal Preraks and beneficiaries of the programme. Secondary sources of the study include Documents from National Literacy Mission, Kerala State Literacy Mission Authority, State Resource Centre, and various evaluation reports on the Continuing Education Programmes of Kerala State.

3.1.1 SELECTION OF DISTRICTS

The present study covers all the fourteen districts of Kerala State. In order to have proper representation from the entire state, out of the fourteen districts, six districts were selected on the basis of their geographical position, diversified nature of programme and the performance of districts in Continuing Education Programme, as accounted by experts of Kerala State Literacy Mission Authority and State Resource

Centres. The districts selected for the study has given in table-3.1.1 and map - 3.1.1 and also have shown with the map of Kerala.

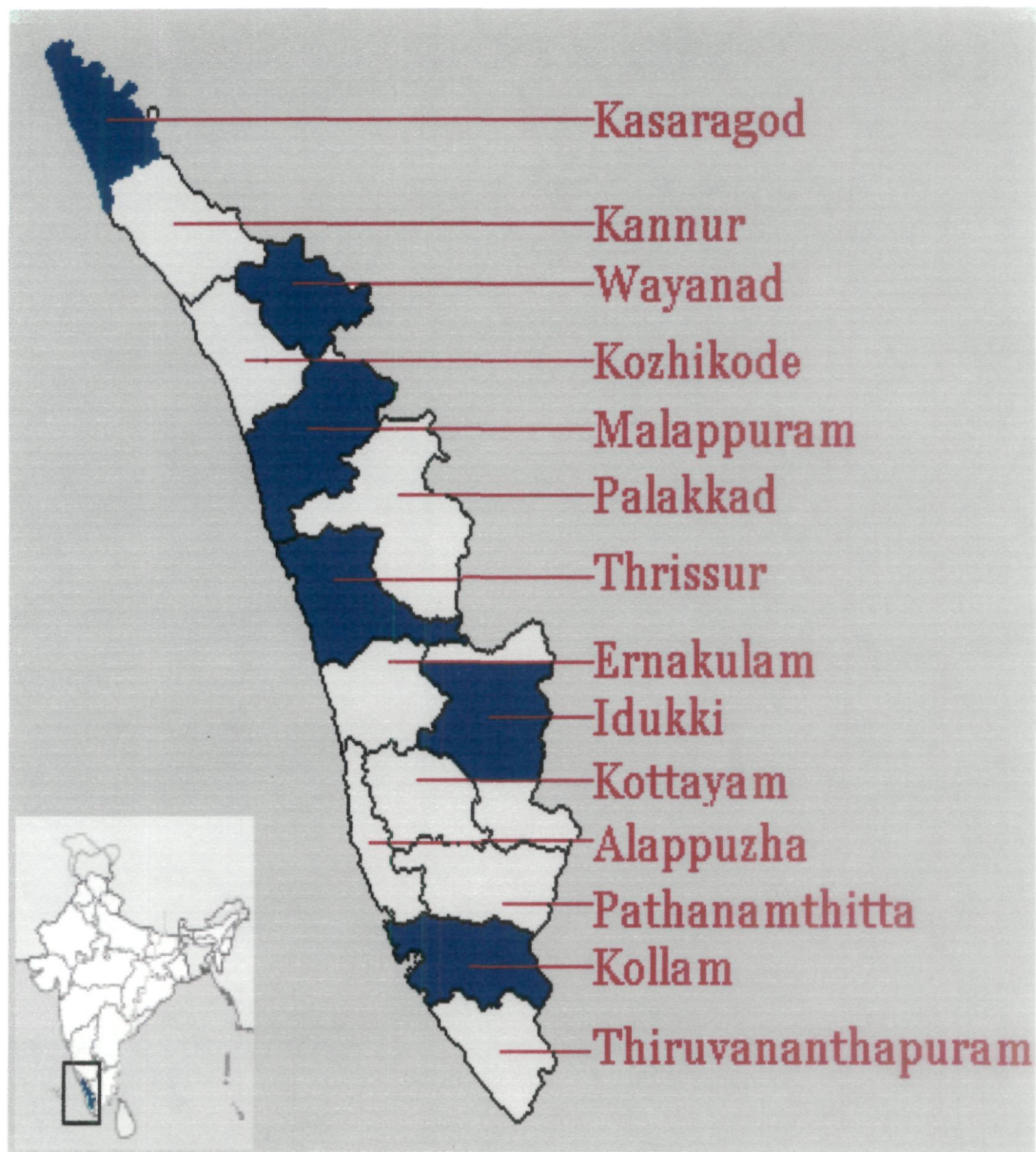
Table - 3.1.1
DISTRICTS SELECTED FOR THE STUDY

Regions in Kerala	District Name	Name of selected districts
Northern	Kazarcod Kannur Kozhikode Malappuram	Kazarcod Malappuram
Central	Thrissur Ernamkulam Kottayam	Thirssur
Southern	Alappuza Kollam Thrivanandapuram Pattanamthitta	Kollam
Eastern (Highland)	Idukki Palakkad Wayanad	Idukki Wayanad

Table 3.1.2
NUMBER OF SELECTED DISTRICTS, CEC/ NCECS, FUNCTIONARIES AND BENEFICIARIES

Name of Selected Districts	No of Selected CEC/NCEC	No of Selected Prerak	No of Selected Beneficiaries
Kazarcod	22	22	88
Malappuram	22	22	88
Thirssur	22	22	88
Kollam	22	22	88
Idukki	22	22	88
Wayanad	22	22	88
TOTAL	132	132	528

Map - 3.1.1
MAP OF KERALA SHOWING SELECTED DISTRICTS



3.1.2 SELECTION OF CENTERS AND PRERAKS:

As on December 2006, totally there are 475 NCECs and 3470 CECs in Kerala. The total numbers of CECs selected for this study are 132 i.e., In order to have equal representation to all districts, 22 CECs were identified using proportionate random sampling method. All the CECs were managed by Prerak and / assistant Prerak. So from each of the selected CECs an equal number of Preraks / Assistant prerak have selected to the interview schedule and have actively responded to the investigator. This has summarized in table - 3.1.2. And the address of selected centres has given in Appenndix-111

3.1.3 SELECTION OF LOCAL SELF-GOVERNMENT REPRESENTATIVES:

From each selected district 25 Panchayath Ward Members, 10 Panchayath representatives, 5 Block Representatives and 4 District representatives including Presidents / Vice Presidents / Counselors / Standing Committee Chairman / Secretary were selected and personally interviewed. Specific attention has given to select representatives from those areas from which the CECs were selected. Table - 3.1.3 is for providing information regarding the number of local self-government representatives selected for the study.

3.1.4 SELECTION OF BENEFICIARIES/ NEO-LITERATES:

From each of the selected CECs, 4 beneficiaries of the centre have been randomly selected for group discussion to consider their views towards facilities, programmes and problems of the centre, local self-governmental representative's attitude towards the functioning of the centre, and their suggestions for strengthening and utilizing the services of CECs. So in total 588 ($132 * 4$) beneficiaries were taken for this study. This information have summarized in table - 3.1.2.

Table - 3.1.3
DISTRICT WISE NUMBER OF REPRESENTATIVES SELECTED FOR
THE STUDY

Name of selected Districts	Panchayath Representatives	Block Representatives	District Representatives
Kazarcod	35	5	4
Malappuram	35	5	4
Thirssur	35	5	4
Kollam	35	5	4
Idukki	35	5	4
Wayanad	35	5	4
Total	210	30	24

3.2 TOOLS USED FOR THE STUDY

Following tools were used to collect qualitative and quantitative data according to the objectives of the study.

- I. Interview Schedule for
 1. Panchayat/ Block/ District Level Representatives
 2. Preraks /Assistant Preraks/ Nodal Preraks/ Assistant Nodal Preraks
- II. Information Inventory
 1. Information Inventory for functionaries
 2. Information Inventory for Representatives
- III. Focus Group Discussions
 1. Focus Group Discussions with beneficiaries of the programme
- IV. Observations
 1. To collect data on the facilities and programmes of the Continuing Education Centres
- V. Study of Documents
 - 1 Documents from National Literacy Mission
 - 2 Documents from Kerala State Literacy Mission Authority
 - 3 Documents from State Resource Centre
 - 4 Evaluation Report on Continuing Education Programmes of Kerala

3.3 STATISTICAL TECHNIQUE USED FOR THE STUDY

Statistical measures and techniques were used for the qualitative and quantitative analysis of the obtained data of this study. These measures and techniques include computation of percentages and ranks. Besides, rank correlation co-efficient also used for comparison of views between representatives and functionaries. For diagrammatic and graphical representation of data bar- diagram and pie-diagram were also used. To study awareness and satisfaction awareness and satisfactory factory index were used. For the analysis of information inventory chi-square test and Z-test were used.

3.4 PREPARATION OF TOOLS, ADMINISTRATION, TABULATION AND SCORING

3.4.1 Interview Schedule

Interview is one of the most important methods of scientific data collection. It is a kind of social process of communication or interaction in which the subject or interviewee gives the needed information to those questions asked by the interviewer verbally, in a face-to-face situation. The respondents other behavior serves as important clues to the interviewer and is likely to affect other behavior of the latter.

In this study interview schedule were used to collect data from Panchayat/ Block/ District level representatives, and Preraks/ Assistant Preraks/ Nodal Preraks.

These interview schedules have same patterns and questions with slight difference based on the person selected for the study. After the preparation of the first set of interview schedule, it was administered to 25 personally known local self-government representatives and 30 Preraks/ Assistant Preraks/ Nodal Preraks for their suggestion and recommendations to make necessary modification for the final interview schedule. Many problems were identified and modification was made whenever required.

3.4.1.1 The interview schedules for local self-government representatives

The interview schedules for local self-government representative have divided into III different parts based on the objective of the study.

Part-1:

This part of the schedule were devised to explore the profile of the respondents, viz. name, marital status, age, academic and professional qualification, experience in literacy activity, religion, caste and urban/ rural residence locality etc. These questions were choice type and the investigator only need to provide responses while conducting the interview. The analysis was done counting the same type of responses and their totals were converted in to percentages.

Part-11:

Question in this section is meant to measure the awareness of local self-government representative about Continuing Education Centres. The awareness of representatives was analyzed using awareness index. For calculating awareness index a three point scale with respective points viz, aware, vague aware and not aware was used. The formula used for awareness index calculation was

$$\text{Awareness index} = (\text{HOF} - \text{LOF}) / (\text{MF} - \text{LOF})$$

Where

HOF = Highest Obtained Frequency

LOF = Lowest Obtained Frequency

MF = Maximum Frequency

The activity taken by Continuing Education Centre functionaries to create awareness and the awareness of local self-government representative in the various programmes of Continuing Education Centre were also studied in this section. The investigator has to not down the multiple responses of the respondents. The obtained responses were counted. Frequency was calculated and ranks were assigned to appropriate responses. On those question answers which got same type of responses from local self government representatives and functionaries, correlation between the frequencies of responses of local self government representative's and Continuing Education Centre functionaries' were measured using Spearman's Rank Order Correlation Co-efficient .

$$\begin{aligned} \text{The Spearman rank correlation co-efficient (Pho)} &= r^s \\ r^s &= 1 - 6 \text{ED}^2 / n(n^2 - 1) \end{aligned}$$

$df = n - 2$

n- Number of items

Part III

This part deals with questions like 'what kind of contribution local self government representative can make in Continuing Education Programme, what representatives have contributed for Continuing Education Centres of the locality, what are the hindrances for the effective implementation of Continuing Education Programme and what are their suggestions for the betterment of the programme. The respondent was free to provide as many responses as they felt. Finally, the same type of responses was tabulated and total responses were counted and converted in to percentages. The interview schedule is given in Appendix IV.

3.4.1.2 The interview schedules for Continuing Education Centre functionaries

The interview schedules for Continuing Education Centre functionaries deals with functionaries point of view of the programme. Besides the questions and parts mentioned in the *interview schedules for Continuing Education Centre representatives*, the interview schedule of Continuing Education Centre functionaries also deals with the role played by local self government representative in the physical infrastructure and support functions of the centre and programmes of the centre. Scoring of these parts is done by counting frequencies and percentages of responses.

Tryout and finalization of tools:- The interview schedules were tried out in the field on 25 representatives and 30 functionaries. The try out responders were selected from one of the district in Kerala viz, Thiruvananthapuram to have proper availability of all type of required respondents and necessary correction and suggestion from expert of university of Kerala, SRC and KSLMA. The respondents who have selected as sample respondents for try out do not included in the final sample. In tryout sample the investigator used the interview schedule which was prepared in English language.

As the result of the process a substantial amount of modification were made in the interview schedules. Noticing the spontaneous responses of the respondents, their confusion, hesitation or refusal to provide proper answer to the question, emphasized the necessity for modification. This was due to the understanding that some of the

questions of the applied tools were identified as not evoking any responses, while some others were confusing or required alternative questions.

Collection of data: For data collection the investigator personally approached the representatives and functionaries of the centres according to allotted time for appointment. After explaining the purpose of the study and way of responding on to the schedule the interview was conducted individually with the representatives and functionaries. Most of the interviews with the respondents took 1 to 1.30 hours and functionaries 2 to 2.30 hours to complete.

Scoring procedure: All questions of the interview schedules were scored by counting the total responses obtained to each question. Analysis was done by using percentages, bar or pie diagrams, and assigning ranks. When ever possible Spearman's rank co-efficient of correlation was also calculated to find out the correlation between two category of responses.

Tryout phase was also useful to gain knowledge of rapport formation, to develop required patience, planning time, ways of applying the tools individually and collectively for getting maximum result out of it.

Thus, after establishing a good rapport between the interviewer and interviewee, the formally planned, prepared and structured individual interview schedule was individually administered to a those personnel for whom it was made. The interview schedule is given in Appendix V.

3.4.2 Information inventory

An information inventory developed by the investigator was used as a research instrument to study the contribution of local self government in continuing education centre and its programs. For the construction of this inventory first the investigator made a contact with various persons working in adult continuing education programs of India, particularly from Kerala. The main purpose of this was to frame statements on various aspects CECs. Besides, news papers, journals, articles, previous research reviews and various evaluation studies about continuing education programs conducted by various persons and agencies were studied. Finally, the investigator made 150 statements on five aspects of continuing education programs such as physical infrastructure and support function, literacy and equivalency programs. income

generating programs, individual interest promotion programs, quality of life improvement programs, and innovative programs. Then, these statements were given to the supervisor for examining the suitability of items. Among total 150 items, 52 were discarded and 34 others were improved. Finally 98 items were selected and were tried out on 20 representatives and 25 functionaries. At this stage some modifications were also made. Finally the 108 items were selected under 6 separate headings. All the statements were made in such a manner that it should be rated on a five point scale, viz, highly satisfactory, satisfactory, can't say, dissatisfactory and highly dissatisfactory.

In the introductory page of the inventory the investigator made an attempt to introduce the purpose of the study and the responders were requested to give their name, and designation under the assurance that the information provided by them will be kept strictly confidential and would be used only for the research purpose. They were also given instruction how to fill the inventory according to their judgment on a five point scale. The scales were; highly satisfactory, satisfactory, can't say, dissatisfactory and highly dissatisfactory. The inventory is given in appendix V1.

Collection of data: For data collection the investigator personally approached the representatives and functionaries of the centres according to allotted time for appointment. The inventory was distributed to the representatives and functionaries. The purpose of the study and way of responding on inventory were explained to them. Most of the respondents took 1 to 2 hours to complete the information of within the inventory.

Scoring procedure: All statement of the inventory was scored on same way based on a five point scale with points highly satisfactory, satisfactory, can't say, dissatisfactory and highly dissatisfactory. Scoring was done in such a manner that, a score of 5 was given for strongly Agree, 4 for Agree, 3 for can't say, 2 for disagree and 1 for strongly disagree. If the statement was negative the score value was reversed.

Each statement of the inventory was meant to obtain different information. For further analysis of data a persons scores on a given statement was used. Scores added on all the statement for a particular subject was not required. But, for further analysis only scores on each statement were accounted. Scoring was same for all respondents. For analyzing data Chi-square test and 'z' test were used.

Chi-square test: -

Chi-square test is one of the most important non parametric statistics used for analyzing the research data. It is used only with discrete data in the form of frequencies of proportions or percentages. It may be used as a test of equal probability hypothesis. Here equal probability hypothesis means that the probabilities of having the frequencies in all the given categories are equal. Whether or not the equal probability becomes tenable would be tested by the chi-square test. If the equal probability hypothesis becomes untenable, the value of chi-square test is significant and vice versa. Chi-square test may also be used to test goodness of fit. It ensures that how appropriately the expected distributions fit observed distribution.

In the present study item analysis of statements are done by using Chi-square test. Frequencies of responses of each alternative item of the statements are calculated and were analyzed by using Chi-square test. The formula for Chi-square test is

$$X^2 = \sum \left[\frac{(fo - fe)^2}{fe} \right]$$

In which

fo = Observed frequency of occurrences

fe = expected frequency of occurrences

‘Z’ Test

‘Z’ Test² is used when significance of difference between two larger samples is to be computed. The computation of ratio between the experimental variance i.e., the standard error of the mean difference (denoted by σ_{dM}), also involves in the computation of ‘Z’-value. The formula for ‘Z’ test is

$$Z = \frac{M1 - M2}{\sigma_{dM}}$$

M1= mean of group I

M2= mean of group II

σ_{dM} = standard error of difference between means

$$\sigma d M = \sqrt{\sigma M1^2 + \sigma M2^2}$$

Where

$\sigma M1^2$ = The Standard Error (SE) of mean first sample

$\sigma M2^2$ = The SE of the mean of second sample

Mean: - The mean of a distribution is commonly understood as the arithmetic mean. It is computed by dividing the sum of all the scores by the number of scores.

$$\bar{X} = \frac{\sum xi}{n}$$

\bar{X} = Arithmetic Mean

Σ = Symbol for Summation

xi = Value for item x, 1,2,3 n

n = Total number of items

3.4.3 Focus Group Discussion

Focus group is one of the principal data collecting tools. In focus group, researcher actively engaged with the group members and do not stand back from them and merely collect their responses. The researcher often thinking as primer of the group and invites the group to explore with researcher, the limitations they might place around their responses and how their responses and views has been contextualized.

Focus Groups Discussion with beneficiaries and Preraks were meant to have an opportunity for an in-depth discussion of complex issues that may not be addressed by other tools used in the study. It helps the investigator to understand that the needs of preraks, learners and centre from local self governmental representatives and other responsible agencies, their attitudes towards the centre, programmes and representatives, teaching learning process, their preferences and expectations from the Continuing Education Centre etc, which are derived from their experience and attachment with the centre. This helped the investigator to make powerful suggestion regarding, some programmes of the centre development, improve the quality of CEC activities, and enhance beneficiaries' experiences and satisfaction with services.

Before conducting this group discussion, the investigator had made a clear understanding of the objectives of the study and formed a focus group plan. For this 4

beneficiaries from each of the selected centre were identified and with the help of a formally made design of a thoughtful discussion guide, the investigator focused in on the key questions while providing the flexibility to learn the unexpected.

In order to make the Focus Groups to be productive, investigator promoted a comfortable group atmosphere to give the beneficiaries opportunity to freely and honestly express themselves and the investigator also was ready to depart from the "script" in order to quickly pursue unforeseen opportunities for learning. Analysis and Summary of Focus Group findings were summarized and reported in the study in a most productive manner. The discussion points are given in appendix –V11

3.4.4 Observation guide

Observation is the process in which one or more persons continuously and systematically observe the object or phenomena to be studied, to know what is occurring in its real life situation and they classify and record pertinent happenings according some planned scheme. In this study, based on formally planned observation form the observer had tried to achieve the objectives of the study using participant and non participant observation. With the intention of observing Continuing Education Centers in the beginning the observations were merely through the eye or non participant observation. As according to the information got from the functionaries of the centre, later the investigator participated in some programmes and activities of the centre and through overt personal communication, participant observation was introduced. Specific condition and activities of the centre, specific role or physical position for observing the nature of the groups of the subjects, deciding the tools to be used in making the observation and recording the findings simultaneously etc were formally arranged by the investigator. Facilities available in the centre and the details of programmes seen at the time of visit were observed, apart from the general comment of the researcher.

Key notes were made on each phase of observation. In recording the observed phenomena, the researcher specified those that were unusual or striking. They aimed to get representativeness and specific details which could lend themselves to additive data. The observation guide is given in appendix- VIII

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CHAPTER IV

STATISTICAL ANALYSIS AND INTERPRETATION OF DATA

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CHAPTER IV

STATISTICAL ANALYSIS AND INTERPRETATION OF DATA

4.0 INTRODUCTION

This chapter deals with the analysis and interpretation of collected data. With the help of the obtained result of these interpretations, this research study entitled “*An Evaluative Study of Continuing Education Programme in Kerala State with Focus on the Role Played by Local Self- Government*” has been conceptualized. Through various amendments and enactments, the Govt. of India has taken vital important decision through decentralization of power. However, in many other states even though it is there in the law, they are not coming into practice. However, in very few states like Kerala, the local self-governmental institutions have been enjoying the power of decentralization. These institutions are made for improving the conditions of all sections of society of the locality from its grassroots level. Since many of the objectives of local self governmental institutions can be achieved through Continuing Education Centres, it can be used for achieving its various objectives. So the role of representatives in CEC has immense important. In this research study, some issues were raised to elicit information from the representatives, functionaries and beneficiaries. These issues is meant to get answer to questions such as; how to improve the conditions of Continuing Education Centre, how to make these institutions as an integral part of the local area and society, how maximum participation from representatives can be ensured to make it beneficial for all the people in the locality, how the representative can be motivated in the activities of the centre, how facilities of the centre could be improved etc. Various questions are registered on this line and a thorough study has made to meet all objectives of the study. Thus, in the study full effort is taken to find out required directions so that maximum involvement of local self governmental representative can be ensured in Continuing Education Centre. Since views of three categories of responders’ viz., local self- government representatives, Continuing Education Centre functionaries and beneficiaries along with observation of conditions of centres were studied using different types of tools and have analyzed in this chapter.

In this chapter the profiles of functionaries and representatives have been studied by using percentage of responses. Besides, in profile of functionaries the satisfaction obtained to functionaries from training programs arranged for them was analyzed by using satisfactory index of four categories of functionaries selected for the study. The awareness of representatives was studied by using Awareness Index. The physical infrastructure and support functions of the centres were analyzed by using percentages, accordingly bar or pie diagram. The contribution of local self government in various aspects of continuing education centre was analyzed by counting the frequency of responses of representatives and functionaries together or separately. Besides, percentages, ranks, bar or pie-diagrams also used for representing data. When ever possible, correlation between the responses has been studied by using spearman's rank correlation co-efficient (ρ). Whether each item or statement of the information inventory indicates a significant trend of response on the part of respondents is examined by using chi-square test. The difference between opinions of functionaries and representatives about contribution provided by representatives in continuing education centers have been studied by using mean and Z- Test.

4.1 PROFILE OF CEC FUNCTIONARIES

Since CEC are run by Prerak/ Assistant Prerak/ Nodal Prerak/ Assistant Nodal Prerak, they are a valuable asset of the centre. The success of the Centre largely depends on their quality, background and over all performance. So the investigator attempted to study their profile in the study. The details of CEC Functionaries selected for the study have given in Appendix 1. It comes to the conclusion that Continuing Education Centres functionaries are from different age groups, majority of them consists in the age group of 25-30 and Continuing Education Centres have attracted more female functionaries than males in all age groups. The responders selected for the study included 49.24 % Preraks, 28.78 % Assistant Prerak, and 15.90 % Nodal Prerak, and 6.60 % Assistant Nodal Preraks. Majority of the respondents have qualification up to intermediate level followed by degree, SSLC and lastly Post Graduation. The functionaries showed wide difference in their level of experience. It was found that highest percentage i.e., 58.33% of responders were in the group of 3-5 years experience. The study found that the literacy related experience of functionaries has a direct influence on the overall performance of

the centre. A high majority of the respondents were from villages, others (difficulty to say whether a town or village) and very few functionaries were from towns. The CE Programmes have attracted more functionaries from OBC, followed by SC and ST population than General Category of population.

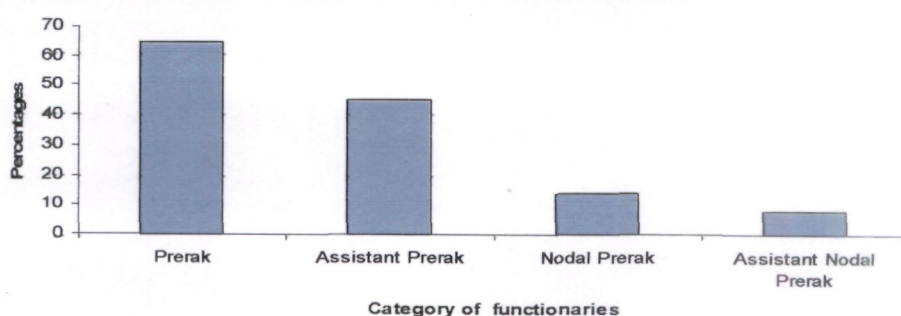
Table 4.1.1 and diagram 4.1.1 (No of Functionaries Received Training), deals with the number of functionaries who received training with their position in CEC. Among the total functionaries 49.24 % Preraks and 28.78 % Assistant Prerak, 15.90% Nodal Prerak and 6.06% Assistant Nodal Prerak had received training.

Table - 4.1.1
NO OF FUNCTIONARIES RECEIVED TRAINING

Sl. No	Position	Total	%
1	Prerak	65	49.24
2	Assistant Prerak	45	34.09
3	Nodal Prerak	14	10.61
4	Assistant Nodal Prerak	8	6.06
6	Total	132	100.00

Source: computed from the field data

Diagram - 4.1.1
NO OF FUNCTIONARIES RECEIVED TRAINING



From table no 4.1.2 and Diagram 4.1.3 (Details of training received by Preraks), it can be observed that the average number of training duration was 20 days according to CEC preraks and NCEC preraks. Where as it was 18 days from the account of CEC and NCEC Assistant Preraks. It was also cleared from the interview that all category of prerak received same type of training. All category of functionaries unanimously agreed that duration of the training Programme in a day was from 8 am to 5pm. Through personal interviews, it was identified that the agency which organized and provided

various training programs for the CEC Functionaries were boards such as State Resource Centre (SRC) and District Institute of Educational Training (DIET).

Table 4.1.2
DETAILS OF TRAINING RECEIVED BY PRERAKS

	Category	Average No. of Days	Average Duration per day
1	Prerak	20	From 8 am 5 pm
2	A.Prerak	18	"
3	N.Prerak	20	"
4	A.N .Prerak	18	"

Source: computed from the field data

Table .4.1.3
SATISFACTORY INDEX OF TRAINING OF PRERAK

Sl.No	Category	HS	S	NS	HOF- LOF	MF-LOF	Index
1	Prerak	11	42	12	31	61	0.51
2	A.Prerak	5	23	17	18	40	0.45
3	N. Prerak	5	8	1	7	12	0.58
4	A.N .Prerak	3	4	1	3	7	0.43

H.S- Highly Satisfactory

S-Satisfactory

NS-Not Satisfactory

The formula used for calculating satisfactory index is

$$= (HOF - LOF) / (MF - LOF)$$

In which

HOF = Highest Obtained Frequency

LOF= Lowest Obtained Frequency

MF = Maximum Frequency

It is clear from the table 4.1.3 (Satisfactory index of training of prerak) that regarding training received by the functionaries, Nodal Prerak's satisfactory index is higher than all other functionaries. It was respectively followed by Prerak, Assisand Prerak and Assistant Nodal Preraks selected for the study.

Table- 4.1.4(Content of the training programs), shows that the content of the training programs were same for all functionaries from all categories and they agreed that the content of the training programs included 14 items as mentioned in the table 4.1.4. Thus, analysis reveals that all functionaries selected for the study had received same type of training without considering their position in CECs. Average number of training

duration was 20 or 18 days and the duration of the training Programs in a day was from 8 am to 5pm. When high majority expressed that they were satisfactory with the training programme, a few of them graded it has highly satisfactory. But there were also very few respondents who marked their dissatisfaction with the training programme. The content of the training programs included 14 items covering all most all aspect of CEP.

Table 4.1.4
CONTENT OF THE TRAINING PROGRAMME

Sl.No	Content of the training programme	Not included	Included
1	CEP general introduction concepts, important, objectives etc	132	00.00
2	Core programmes like maintenance of libraries, reading room,	132	00.00
3	Target specific programmes concepts, important, objectives etc	132	00.00
4	Role responsibilities of Prerak/ Nodal Prerak	132	00.00
5	Information window, concepts, important, aims,	132	00.00
6	Population education programme	132	00.00
7	Need and ways of networking with various developmental departments.	132	00.00
8	Motivating neo-literates to make use of the centre	132	00.00
9	Organization of seminars, workshops, awareness classes, discussions etc	132	00.00
10	Raising the Corpus Fund	132	00.00
11	Organizing Self Help Groups,	132	00.00
12	Motivating local leaders,	132	00.00
13	Maintenance of records, preparation of MPRs and forwarding them to APOs	132	00.00
14	Organization of cultural programmes	132	00.00

Source: computed from the field data

4.2 PROFILE OF LOCAL SELF GOVERNMENT REPRESENTATIVES

Since local self- government representatives are being one of the major responders in this study, the investigator also attempted to study their profile. So this part deals with the analysis of the profile of local self- government representatives. Profile of local self government selected for the study has given in Appendix 11. Thus the profile of representatives concludes that majority of the local self governmental representative selected for the study were males. They belong to varying age group and majority of

them were from the age group of 40-50. Many of the representatives have qualification up to intermediate level, followed by SSLC, Degree and lastly Post Graduation. They vary in their years of experience in local self institution. Majority of them had experience up to 15 to 20 years. High majority of respondents have no experiences in literacy related activities, but very few of them had experiences in literacy related activities. Besides, 3.79% of representatives selected for the study were former preraks. The interview revealed that literacy related experiences of representatives have a direct and positive influence on the involvement of representatives in the activities of CECs. More representatives were from general category followed by OBC, SC and ST population.

Table 4.2.1 provides details regarding training received by representatives. It says that 55.68 % representatives had received training from Kerala Institute of Local Administration and 83.33% from State Institute of Rural Development. It also clarifies that no training was given to representatives by District Institute of Educational Training or State Resource Centre. Further, it clarifies that in any case the topic of CEC not covered in the training received by representatives. Since continuing education programme under NLM is being a newly emerged concept and successful implementation of programme being the responsibility of the local self governmental institutions, the local self governmental representatives must have through knowledge about each and every aspect of the centre. But the study reveals that no measures have been adopted to educate the representatives about CEC and its activities either from the training institutes made for representatives or from the institutes made for continuing education programmes.

Table 4.2.1
DETAILS OF TRAINING RECEIVED BY REPRESENTATIVES

Sl. No	Agency Provided Training	No. of Person Received raining	%	Topic of CEC covered			
				Yes	%	No	%
1	KILA	147	55.68	0	0	0	0
2	SIRD	220	83.33	0	0	0	0
3	DIET	0	0	0	0	0	0
4	SRC	0	0	0	0	0	0
5	KSLMA	0	0	0	0	0	0

Source: Source: Computed from the field data

4.3 AWARENESS OF REPRESENTATIVES TOWARDS CONTINUING EDUCATION CENTRES

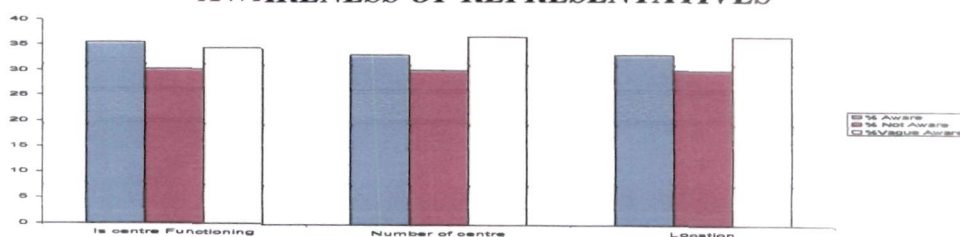
Awareness of representatives about Continuing Education Programme and Continuing Education Centres is one of the important factors that lead representatives to contribute in the activities of Continuing Education Centre. So in order to know the actual contribution of representatives in the centre, the investigator attempted to find out that how much percentage of representatives are well aware, vague aware and not aware about the CEP and CECs in their locality. For this a question was given in the interview schedule to elicit the information that 'is CEC is functioning in your area'. The obtained answer to this question was analyzed and summarized in table 4.3.1 and diagram 4.3.1 (Awareness about centre). It says that 35.45% percentage representatives know that CECs are functioning in their area, 34.33% have vague awareness and the remaining 30.22% are not aware about the centre in their area. Here, vague awareness means that they have some idea, but it is not fully clear. This question was followed by total number of centers existing in the area and by location of the centre. As given by table 4.3.1 and diagram 4.3.1 (Awareness about centre) both got same number of percentages of awareness. Since CEC is aimed to achieve many objectives of the state from its grassroots level, the representatives must know about it either through the functionaries, saksharatha missions, training programmes or representatives could be elicited by themselves.

Table 4.3.1
AWARENESS ABOUT CENTRE

SLNo	Category	% Aware	% Not Aware	%Vague Aware
1	Is centre Functioning	35.45	30.22	34.33
2	Number of centre	33.12	30.22	36.66
3	Location	33.12	30.22	36.66

Source: Computed from field data

Diagram 4.3.1
AWARENESS OF REPRESENTATIVES



Aiming to have a detailed exploration regarding the activities of Continuing Education Centres, the above question was followed by another regarding the activities of the Centre. The conclusion came to this question is summarized in table 4.3.2 and diagram 4.3.2 (Activities of the Centre). Here the investigator also calculated representative's awareness index towards the activities of the centre. For calculating awareness index a three point scale with respective points viz, aware, vague aware and not aware was used. The formula used for awareness index calculation was

$$\text{Awareness index} = (\text{HOF} - \text{LOF}) / (\text{MF} - \text{LOF})$$

Where

HOF = Highest Obtained Frequency

LOF = Lowest Obtained Frequency

MF = Maximum Frequency

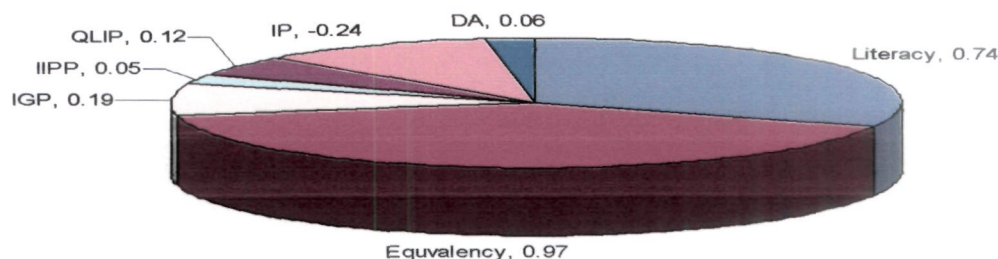
It is clear from the table 4.3.2 and diagram 4.3.2 (Awareness towards activities of the Centre) that awareness index of equivalency program (0.97) is the highest. It was followed by literacy program, income generating program, quality of life improvement programs, developmental activity of the locality, individual interest promotion program and lastly innovative programs.

Table 4.3.2
AWARENESS OF REPRESENTATIVES TOWARDS CEC ACTIVITIES

Sl. no	Activities of the Centre	Well aware	Vague Aware	Not Aware	Highest Frequency -Lowest Frequency	Maximum Frequency -Lowest Frequency	Awareness index
1	Literacy programs	196	66	2	194	262	0.74
2	Equivalency programs	256	8	0	256	264	0.97
3	Income generating programs	61	189	14	47	250	0.19
4	Individual interest promotion programs	46	184	34	12	230	0.05
5	Quality of life improvement programs	52	190	22	30	242	0.12
6	Innovative Programs	29	160	75	-46	189	-0.24
	Developmental activity of the locality	45	187	32	13	232	0.06

Source: Computed from field data

Diagram 4.3.2
AWARENESS OF REPRESENTATIVES TOWARDS CEC ACTIVITIES



With the objectives of finding out those activities that have been taken by CEC functionaries to create awareness among the representatives, a question was raised. This was elicited both from representative's and functionaries' point of view. The respondents were asked to provide as many responses as they like. Therefore, there were multiple responses. These responses were recorded and later compiled and their percentages were added and ranks were assigned to them in such a manner that the most repeated response was given the 1st rank and the least repeated response the least rank. The obtained frequency of responses for this question from functionaries' and representatives' point of view was given in table -4.3.3 (Activities taken to create awareness). It is clear from the table that 77.27% functionaries have invited representatives to the centre to take leadership roles. Since being the most responded item, it was given the first rank. The least responded item was awareness got from training programme. According to 68.18% representatives Continuing Education Centre has empowered the representatives as chairman of Continuing Education Centres to play their position in Ward Saksharatha Samithies and that was the means of awareness creation done by majority of the functionaries. This is the most responded item with assigned rank 1st and the item which got least percentage was awareness got from training programme. The frequency of these responses was 4.55% with an assigned rank of V111th. All other items of responses come in between the percentage of 68.18 and 4.55. So ranks is also comes in between the ranks of 1st to 8th according to their obtained frequency of responses and percentages. The Relation between responses of functionaries and representative in activities taken to create awareness among representative has studied using Spearman's Rank co-efficient of correlation. This response of representatives and functionaries is given in table 4.3.3

(Activities taken to create awareness among representative). The formula of Spearman's Rank correlation co-efficient (r_s) is

$$r_s = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

Rank -1=Rank obtained to responses of functionaries (R1)

Rank -11=Rank obtained to responses of representatives(R11)

$D = R1 - R11$

$$D^2 = (R1 - R11)^2$$

where $\sum D$ =sum of differences of ranks of Category 1st and 11nd

n = total number of items

$df=n-2$

Table 4.3.3
ACTIVITIES TAKEN TO CREATE AWARENESS AMONG REPRESENTATIVE

Sl. No	Activity taken to create awareness	% of Functionaries	Rank -1	% of Representative	Rank -11	D (R1-R2)	D ²
1	Personal meetings	75.00	II	65.53	III	1	1
2	Inviting to the centre to take leadership roles in centre's activity.	77.27	I	66.29	II	1	1
3	Empowering the members to play his position in ward Saksharatha Samithi.	71.21	III	68.18	I	-2	4
4	Doing many departmental works of Local Self Governmental Institutions.	24.24	V	43.56	IV	-1	1
5	Undertaking the projects of local self governmental institutions.	29.55	IV	5.30	VI	2	4
6	Organizing special programs to representatives for awareness creation by literacy related personnel/ offices.	6.82	VI	6.06	V	-1	1
7	Providing guide lines about roles of representatives in CEC	4.55	VII	5.30	VII	0	0
8	Awareness got from training programme organized by panchayath/ block / district representatives related personnel/ offices.	2.27	IX	3.03	IX	0	0
9	Awareness got from training programme organized by literacy related personnel/ offices.	4.55	X	1.52	X	0	0
10	Organizing special programs to representatives for awareness creation by panchayath/ block / district representatives related personnel/ offices.	3.03	VI II	4.92	VIII	0	0

Source: computed from the field data

$$\begin{aligned}
 r_s &= 1 - 6 \sum D^2 / n(n^2 - 1) \\
 &= 1 - 6(5) / 5(5^2 - 1) \\
 &= 0.75
 \end{aligned}$$

n = total number of items

$$df = n - 2 = 10 - 2 = 8$$

Level of significance at $df = 8$ = .643 at .05 level

Level of significance at $df = 8$ = .833 at .01 level

The value of r is computed as $r = 0.75$ —which is positive and significant at .05 level and not significant at .01 level. The conclusion emerges from the above analysis is that a positive correlation exists in between the responses of functionaries and local self government representatives regarding activities taken to create awareness which is significant at .05 level and not significant at .01 level.

4.4 INFRASTRUCTURAL FACILITIES AND SUPPORT FUNCTION OF CEC WITH ROLE PLAYED BY REPRESENTATIVES

Since a Continuing Education Centre is powerful to fulfill many objectives of the local society, proper functioning of the centre is under the responsibility of the local government. In order to know the role played by local self-government representatives in these institutions, there is a necessity to know the existing condition of the centres. So in this section the investigator has attempted to study the over all activities, facilities and programmes of Continuing Education Centres.

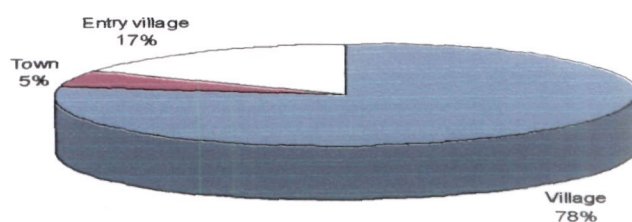
Provision of most suitable place for the establishment of the centre is one of the initiative roles that local self-government representatives have to carry out. Therefore, the investigator considered the locality of the centre for the study. Table 4.4.1 and Diagramme 4.4.1(location of the centre), shows that out of 112 Continuing Education Centres and 20 Nodal Continuing Education Centres selected for the study, 78.03% centres were located within the village. Only 5.3% centres were located in the town and the rest 16.67% were located nearby village or at the entry of the village.

Table 4.4.1
LOCATION OF THE CENTRE

Sl.No	Locality	No. of Centres	Percentages
1	Village	103	78.03
2	Town	7	5.30
3	Entry village	22	16.67

Source: computed from the field data

Diagram 4.4.1
LOCATION OF THE CENTRE



To know the contribution of local self-government representatives in providing location to the centre, a question was raised both to functionaries and representatives that ‘in any way, has your locality representatives contributed for the location of the centre’. The obtained answers to this question are given in table 4.4.2. The relationship between the responses of functionaries and representatives has studied using the chi-square test. The chi-square critical values for df 5 are 11.070 and 15.086 respectively for .05 and .01 levels of significance and the obtained value 138.9589 is higher than these values. This indicates that there is a significant relationship between the opinions of functionaries and representatives regarding contribution of representatives for the location of the centre.

Table 4.4.2
CONTRIBUTION OF REPRESENTATIVE IN AVAILABLE LOCATION AND BUILDING OF CEC

Sl.No	Help Received from Representative for location	Functionaries	Representatives
1	Provide a separate location building for CEC	20	12
2	Provide panchayath premises for CEC	86	74
3	Arranged to use government/ semi government/ other free cost locality and building for CEC.	17	11
4	Made arrangement for receiving help from local supporting group to contribute for the location / centre is working own rent.	8	4
5	Inspired Prerak to provide own location to the centre	1	1
6	Not involved/Can't say	0	162

Source: computed from the field data

For increasing the quantity and quality of the services provided by the centre, accessibility of the centre is an important criterion to be taken into consideration. In order to bring more beneficiaries into the centre, it should be in a place that a person can easily

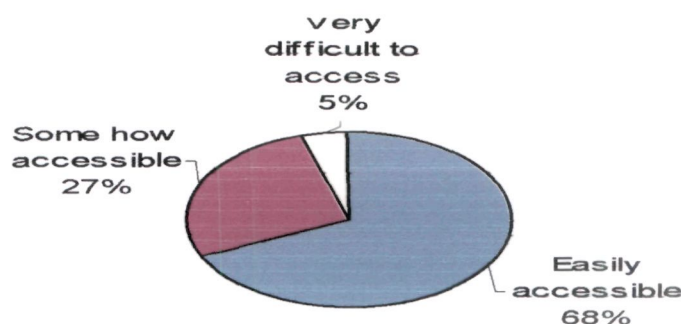
reach into it. Therefore, the investigator studied about accessibility of the centre. Table 4.4.3 and Diagram 4.4.3 (Accessibility of the Centre), clearly indicates that 68.18 % of the centres were located in those places which were easily reachable for beneficiaries. 27.27% centers were somehow accessible and 4.55 were very difficult to reach. Though a majority of the centres were scanty in distribution because of geographical distance, centres were accessible to the beneficiaries because care had been taken to establish centres in those areas, which were located in convenient places for tribal, coastal, and SC/ST prominent areas.

Table 4.4.3
ACCESSIBILITY OF BUILDING

Sl.No	Accessibility	No of responses	Percentage
1	Easily accessible	90	68.18
2	Some how accessible	36	27.27
3	Very difficult to access	6	4.55

Source: computed from the field data

Diagram 4.4.3
ACCESSIBILITY OF BUILDING



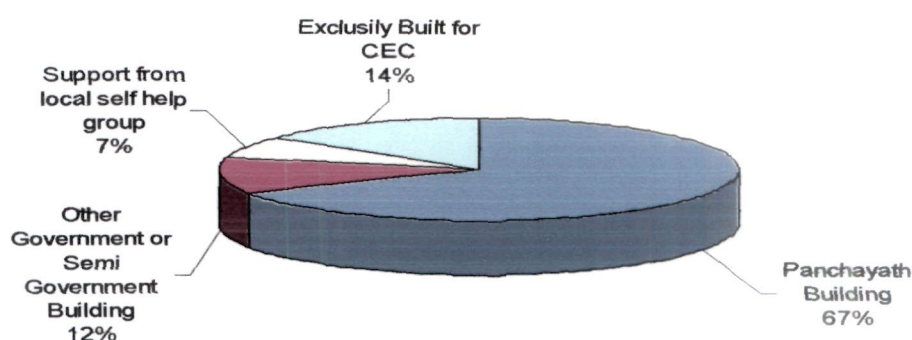
A question was raised about the ownership of the continuing education centre buildings that is important to know about the contribution of local self-governmental representative in providing the building of the centre. The answers for this question has briefly explained in table 4.4.4 and has presented with the help of diagram 4.4.4 (Ownership of CEC building), which shows that 65.15% of the centres were located in panchayath buildings, 12.88% of the centres in public buildings and another 15.15 % of the centres were housed in buildings which were exclusively built for Continuing Education Centre. In addition, the remaining 6.82 % informed that their centre was working on rent, which is supported by the local supporting group.

Table 4.4.4
OWNERSHIP OF CEC BUILDINGS

Sl.no	Ownership of Building of CEC	Frequency	%
1	Panchayath Building	86	65.15
2	Other government/ semi government building.	15	11.36
3	Private building with rent support from local group	9	6.82
4	Building exclusively built for CEC	18	13.64

Source: computed from the field data

Diagram- 4.4.4
OWNERSHIP OF CEC BUILDINGS



Infrastructural facility of the centre is important because it qualitatively and quantitatively affects the working of the centre. As per the National Literacy Mission norm, each Continuing Education Centre should have two rooms and a storeroom. The required size of rooms were a 10 ft * 10 ft room for library, a 20 ft. * 15 ft. room for other Continuing Education Centre programmes, and a 5 ft. * 5 ft. room for the store.

Table 4.4.5 and Diagram 4.4.5 (No of rooms in the centre), shows the number of rooms in centres. Out of the sample, the space allotted to Continuing Education Centre /Nodal Continuing Education Centres, 56.82 % comprise one big room and two small rooms that accommodation serves for all the purposes. 21.97% centres were located in only two small rooms. 14.39 % of the centers, had only one big and one small room accommodation. 6.82% centers had 3 small rooms accommodation. No separate storeroom was found in any of the centres.

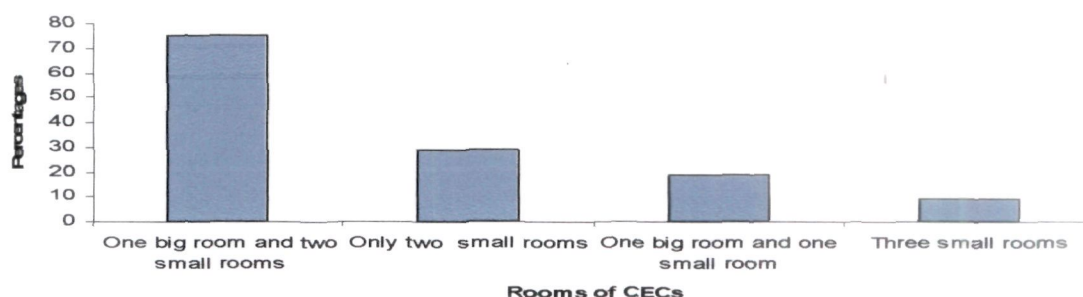
Table 4.4.5
NO OF ROOMS IN THE CENTRE

Sl.No	No of rooms	Frequency	%
1	One big room and two small rooms	75	56.82
2	Only two small rooms	29	21.97
3	One big room and one small room	19	14.39
4	Three small rooms	9	6.82

Source: Source: Computed from the field data

It was found from the study that the norm of NLM regarding the number and size of rooms is available only in those centres which were exclusively made for Continuing Education Centre /Nodal Continuing Education Centre and not available either in centres working under panchayath or public building or in rented building. Available rooms were

Diagram- 4.4.5
NO OF ROOMS IN THE CENTRE



not too spacious and were found inadequate to conduct core and target specific programmes of the centres. Anyhow, personal observation and discussion with beneficiaries and Prerak concluded that the centres were able to manage with all the current needs and requirements of the centre. Because, it was found that along with existing rooms, generally, outside space of the centres also used for the programs.

In case of 77% centres, the conditions of the buildings were found to be good and usable in all season. The remaining 23% where found very old and damaged building where roofs had leakage during rains and 12% center's walls were not white washed. This information has given in table-4.4.6 and Diagram 4.4.6 (Condition f the building).

Measures adopted by representatives to correct the damaged/ poor conditions of the buildings were studied with the help of a question regarding the awareness of the representatives about the existing conditions. This was followed by another question that

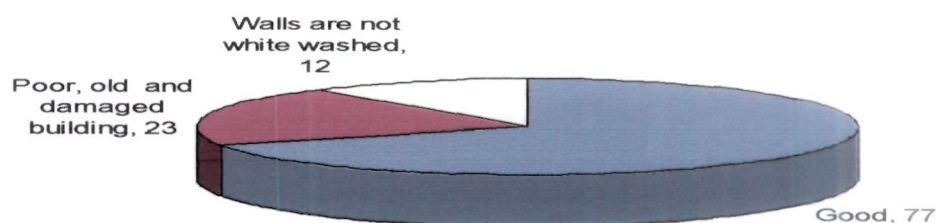
was to find out the action taken to rectify the damaged/ poor condition. Out of total functionaries 23% which have damaged building, and 12% functionaries from those centres which have non whitewashed building revealed that 65% or above of the local self government representatives were aware about the problem. Nevertheless, revelation of 35% of the functionaries cleared that no action was taken to rectify the damaged/ poor condition of the building by representatives.

Table-4.4.6
CONDITION OF THE BUILDING

Sl.No	Condition	%
1	Good	77
2	Poor, old and damaged building	23
3	Walls are not white washed	12

Source: computed from the field data

Diagram-4.4.6
CONDITION OF THE BUILDING



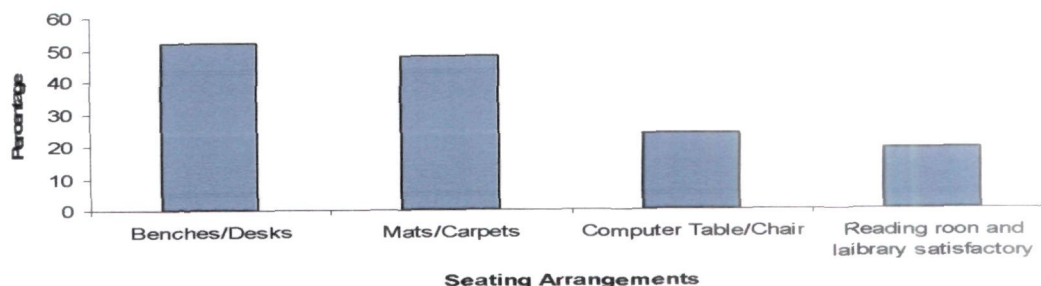
Seating arrangement was found satisfactory in 52 % of the centres which had required quantity of benches/ desks. Where as 48 % of the centers used mats or low cost carpets for seating. Computer tables and chairs were used in the computer centers. Except in 19 % centers arrangement for library and reading room were not satisfactory. Table – 4.4.7 and Diagram 4.4.7 (Seating arrangements in the centre), shows this explanation in the form of a table.

Table-4.4.7
SEATING ARRANGEMENTS IN THE CENTRE

Sl.No	Seating arrangements in the centre	Frequency	%
1	Satisfactory benches/ desks	52	39.39
2	Mats or low cost carpets for seating	48	36.36
3	Tables and chairs for Computer	23	17.42
4	Arrangement for library and reading room not satisfactory.	19	14.39

Source: computed from the field data

Diagram-4.4.7
SEATING ARRANGEMENTS IN THE CENTRE



In order to know the role of local self-governmental representatives in seating arrangement of the centre a question was asked to both functionaries and representatives that 'how the local self-government representative helped them in the arrangement of seating condition of the centre'. The answers of the responders were given in table-4.4.8. The relationship between the responses of functionaries and representatives in this regard has studied using the chi-square test. The chi-square critical values for df 4 are 9.488 and 13.277 respectively for .05 and .01 levels of significance and the obtained value 51.51766 is higher than chi-square critical values. This indicates that there is a significant relationship between the opinions of functionaries and representatives regarding contribution of representatives for seating arrangements in the centre.

Table-4.4.8
CONTRIBUTION FROM LOCAL SELF-GOVERNMENT REPRESENTATIVE FOR SEATING ARRANGEMENTS

Sl. No	Contribution in Seating Arrangement	Functionaries	Representatives
1	Local self-government representative provide/ made arrangements/ contributed carpets/ mat, etc.	72	63
2	Local self-government institution provided/ contributed/ arranged benches/desks, chairs, tables for the centre.	66	63
3	Local self government institution contributed/ arranged chair and table for using computer	44	53
4	Local self government institution contributed/arranged measures for seating arrangement in the library	50	49
5	Not contributed/Can't say	0	36

Source: computed from the field data

Table 4.4.9 provides information regarding the working hours of the centres. 100% centres were expected to open from 10/ 10.30 AM to 4.30/ 5 PM and there were five working days in a week. However, discussion with beneficiaries disclosed that around 30% of centres would not open in all days and in all working hours of the centre. Nevertheless, both 100% beneficiaries and preraks opinioned that at no point of time all beneficiaries of the centre will not come together to the centre.

Table-4.4.9
HELP RECEIVED FROM LOCAL SELF-GOVERNMENT REPRESENTATIVE
FOR WORKING DAYS AND HOURS OF THE CENTRE

Sl. No	Involvement of representative in Working Hours and working days of the Centre.	Representatives	Functionaries	Total	%	Rank
1	Local self governmental representative enquired about the reason of non opening of the centre	26	21	47	11.87	11
2	Suggested to arrange working hours for the benefit of the daily workers	30	14	44	11.11	111
3	Representative suggested to open the library in particular non working day for the benefits certain beneficiary groups.	9	7	16	4.04	1V
4	Not involved /Can't say	80	213	293	73.99	1

Source: Computed from the field data

In order to find out the involvement of representatives in the working hours and working days of the centre, an open ended questionnaire was raised both to Continuing Education Centre functionaries and to local self government representatives that 'have representatives ever involved in the working hours and working days of the centre?' Respondents were asked to provide as many responses as they like. Therefore, there were multiple responses. These responses were recorded and later compiled and their percentages were added and not calculated in to 100s, but ranks were assigned to them in such a manner that the most repeated response was given the 1st rank and the least repeated response the least rank. The answer obtained to this question from functionaries' point of view and representatives' point of view is given in table- 4.4.9. It can be seen from the table that the option 'not involved/can't say' is the item that got the highest rank

with 73.99 percentages. It was followed by suggested to arrange working hours for the benefit of the daily workers of the locality.

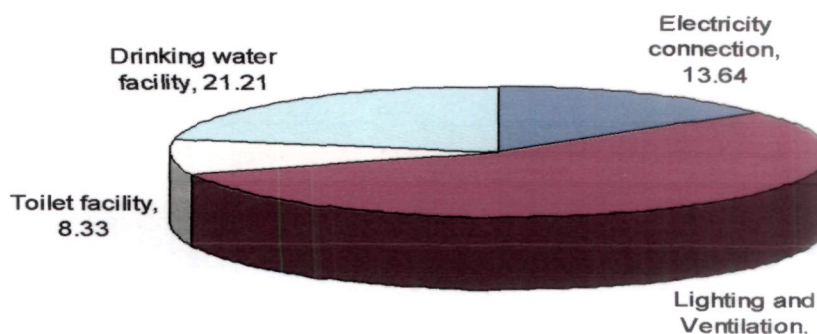
Table 4.4.10, briefly explain about the facilities available in the centre. It says that only 21.21 % of the centres had electricity connection and 56% of the centers were found that they had made proper arrangement for lightening facility. The lightening and ventilation facility of 23 % centers were found very poor. However, almost all the rooms were found airy. Though the rooms were found dark, without proper ventilators and windows in some of the centres, since the working hours of the centres is during the day times, they managed to have proper lighting facility during the working hours of the centre. Only 8.33% of the centres were found having toilet facility. The remaining 92% of the centres did not have toilet facility either in the centre or not available in the premises of the building. It was found that 21.21% centres managed to keep proper drinking water facility in the centre.

Table-4.4.10
FACILITIES AVAILABLE IN THE CENTRES

Sl. No	Facility	Frequency	%
1	Electricity connection	28	21.21
2	Proper arrangement for lightening and ventilation facility	69	52.27
3	Toilet facility	11	8.33
4	Drinking water facility	28	21.21

Source: computed from the field data

Diagram-4.4.10
FACILITIES AVAILABLE IN THE CENTRES



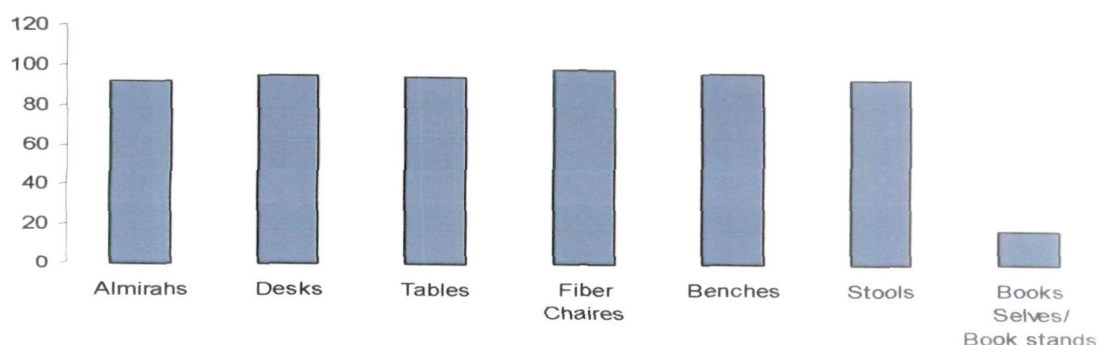
The study found that there was wide invariability at each Continuing Education Centre / Nodal Continuing Education Centre in the availability of the of furniture. Though the furniture was observed to be insufficient in almost 90% centres, they found to be manageable for different programs, but were generally inadequate for library and reading room. This was also clarified in group discussion with beneficiaries and preraks. The commonly found furniture were almirahs (92%), desks(95%), tables(94%), fiber chairs(98%) benches(96%), stools(93%) etc. 100% of the centres have either all these facilities or many of theses requirements. 17 % centers were found having books shelves/ bookstands. However, 12% centres among the 17% percent were found inadequate. The remaining 83% were not having bookshelves or stands so books were keeping on the flour, table, benches, etc. This information has also given in table 4.4.11 and Diagram-4.4.11.

Table-4.4.11
FURNITURE AND EQUIPMENT AVAILABLE IN CECS

Sl. No	Furniture	Yes %	Remarks
1	Almirahs	92	But it is found insufficient in 90% centres.
2	Desks	95	
3	Tables	94	
4	fiber chairs	98	
5	Benches	96	
6	Stools	93	
7	books shelves/ book stands	17%	In this 17%, 12% were found insufficient for the needs of the centre

Source: Computed from the field data

Diagram-4.4.11
FURNITURE AND EQUIPMENT AVAILABLE IN CECS



In order to know the contribution of local self-government in the existing facilities of the centre an open ended questionnaire was raised both to Continuing Education Centre functionaries and to local self government representatives that a question was asked about it. Since respondents were asked to provide as many responses as they like, there were multiple responses. The answer obtained to this question from functionaries' point of view and representatives' point of view is given in table 4.4.12. These responses were recorded and later compiled and their percentages were added and not calculated in to 100s, but ranks were assigned to them in such a manner that the most repeated response was given the 1st rank and the least repeated response the least rank. It is clear from the table that the option 'Panchayath utilized the money as according to the direction of KSLMA' is the item that got the highest rank with 73.23 percentages.

Table-4.4.12
REPRESENTATIVE'S CONTRIBUTION IN AVAILABILITY OF
FURNITURE, EQUIPMENTS AND FACILITIES OF THE CECS

SL No	Type of help received in facilities from representative	Functionaries	Representatives	Total	%	Rank
1	Panchayath utilized the money as according to the direction of KSLMA	111	179	290	73.23	1
2	Panchayath provided facilities and equipments for CEC	37	31	68	17.17	11
3	Arranged to establish facilities for CEC with other government/ semi / non-government organization	33	27	60	15.15	IV
4	Made arrangement for getting private/ individual contribution for the centre with support from local group	28	19	47	11.87	V
5	Established a separate group from locality, to provide help for Continuing Education Centre	25	14	39	9.85	VI
6	Not involved/ cant say	2	60	62	15.66	111

Source: Computed from the field data

Table 4.4.13 and diagramme 4.4.13 (Equipments available in CECs), deals with the equipments available in CECs. Nearly 5.30% of the centres were found having outdoor games facility and equipments. Indoor facilities were available only in 16 % centres.

Where as, 90.91% centres were marked as having Carrom Boards and 88.64 % of the centers were opined has having Chess Board. 70% of the centres were conducting Balasangam units which organize tuition classes, cultural programmes, other recreational activities like dance, music, poem recitation, drawing, picture writing, quiz, arts and crafts, ‘Reading Day’, ‘Writing Day’, Quiz competitions and Awareness program- for children. A roller board was found in all centres, 43.18% of the centres had tailoring machines, and 10% of these centres had embroidery machines. 23.73% of the centres have computers. Around 98.05 centres were found having candle making and soap making equipments. And 2% centers had book binding facility.

Table-4.4.13
EQUIPMENTS AVAILABLE IN CEC

Sl.No	Equipments available	Frequency	%
1	Carrom Board	120	90.91
2	Chess Board	117	88.64
3	A roller board	126	95.45
4	Tailoring machines	57	43.18
5	Embroidery machines	16	12.12
6	Computers	34	25.76
7	Candle making equipments	125	94.70
8	Soap making equipments	127	96.21
9	TV	93	70.45
10	Out door games facility and equipments	7	5.30
11	Book binding facility	3	2.27

Source: computed from the field data

Diagram -4.4.13
EQUIPMENTS AVAILABLE IN CEC

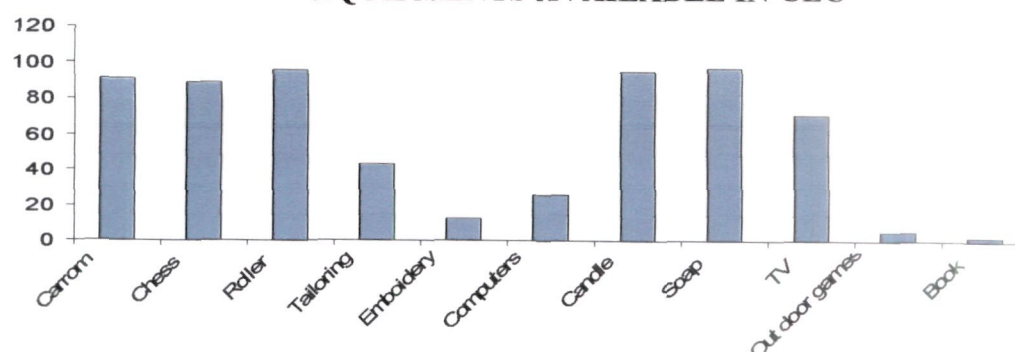


Table-4.4.14
CONTRIBUTION OF REPRESENTATIVE IN SPORTS, RECREATIONAL
FACILITIES AND EQUIPMENT OF CEC

Sl.No	Kind of help/ suggestion/ co-operation received	Functionaries	Representatives	R1	R2	D	D ²
1	Provided equipment/ experts/ assistance	61	30	5	5	0	0
2	Organized sports and recreational programs of the centre	72	48	4	4	0	0
3	Participate in the sports and recreational programs of the centre	128	224	1	3	-2	4
4	Take steps to increase the number of beneficiaries.	54	12	6	9	-3	9
5	Take initiative role to organize various programs in the centre	31	22	8	7	1	1
6	Provide leadership to activities organized by the centre	119	229	3	2	1	1
7	Panchayath utilized funds as according to the direction of KSLMA	121	264	2	1	1	1
8	Provided economic incentive to the participants	12	13	9	8	1	1
9	Gave special consideration to the beneficiaries of CEC in the panchayath welfare activities	8	6	10	10	0	0
10	Adopt measures to solve problems aroused while implementing the sports activities.	38	23	7	6	1	1

Source: computed from the field data

$$D = R1 - R2$$

$$\sum D^2 = \sum (R1 - R2)^2$$

$$rs = 1 - 6 \sum D^2 / n(n^2 - 1)$$

$$= 1 - 6 (18) / 10(10^2 - 1)$$

$$= 0.89$$

$$df = n - 2 = 10 - 2 = 8$$

Level of significance at df 8 = .643 at .05 level

Level of significance at df 8 = .833 at .01 level

To find out the involvement of local self government representative in the existing sports facilities and equipments available in the centre an open ended question was raised that what kind of help/ suggestion/ co-operation received by functionaries from local-self government in sports and recreational facilities. The obtained responses from

the point of view of CEC functionaries and representatives' have been summarized in the table 4.4.14. Since there are multiple responses, the responses of each item were added. Ranks were assigned to each item in the column of functionaries and representatives. The most responded item was Panchayath utilized funds as according to the direction of KSLMA and gave special consideration to the beneficiaries of CEC in the panchayath welfare activities was the least responded factor. Then using Spearman's rank coefficient of correlation, the relationship between the two categories of responses was studied. The value of r is computed as $r = 0.89$ which is positive and significant both at .05 level and .01 level. The conclusion emerges from the above analysis is that a strong positive correlation (0.89) exists in between the responses of functionaries and local self government representatives regarding contribution of representative in sports, recreational facilities and equipment of CECs.

Table-4.4.15
DISPLAY AND DECORATION OF CECs

Sl.No	Display and decoration of the centre:	Frequency	%
1	Had displayed their name	129	97.73
2	Centre has Reading room either in the verandas or outside	45	34.09
3	Decorated their walls with complete postal address of the centre	127	96.21
4	Walls decorated with various informative notice boards, village map profile	128	96.97

Source: computed from the field data

Diagram-4.4.15
DISPLAY AND DECORATION OF CEC

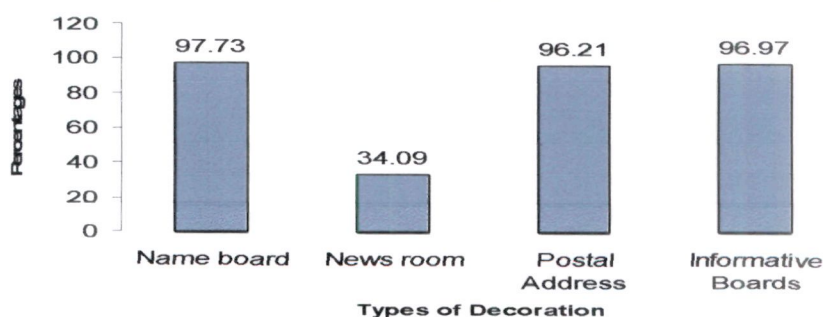


Table 4.4.15 gives explanation about the display and decoration of the centre. According to it 97.73% of the centres selected had displayed their name in a board that

can be easily read. 34.09 centres have news reading room either in the verandas or outside the main functioning rooms of the centre. 96.21% centers had decorated their walls with complete postal address of the centre, 96.97% decorated the centre with various informative notice boards, village map and profile and indicating the locality of Continuing Education Centre and other required details. There were informative boards/charts with basic details of the centre, list of books in the library, display of centres activities / services, charts depicting the names of different functionaries. The informative charts/boards of much center also have shown information with attractive caption about list of Village Education Committee members. A colorful and attractive 'Akshara' Tree with comprehensive display of various activities of Continuing Education Programme in the centers was found in almost all centres. Number of beneficiaries, details of target specific programs with major income generating activities, list of individual interest promotion programmes, quality of life improvement programme and equivalency related information were also found in information charts. The handicrafts of the IGP products such as embroidery, artistic pieces with coconut shells, plastic/paper flowers, paintings, envelopes, and clay model and manuscript magazines were displayed well in many of the centres. In all centers albums with photos of different activities organized by the centre from the initiation of the centre up to till date were maintained and displayed well, either in photos or in envelopes. The walls were also informative with posters and photographs of health and hygiene and nutrition related information. List of applications and forms available in centre under the umbrella of information centre were also observable in some of the centres. Environment protection, political issues and leaders, socio-cultural and educational issues like literacy, girl's education, and population education were also other important items in the walls of the centres.

Table 4.4.16 is the brief description about the involvement of representatives in the display and decoration of the centre. The responses of functionaries and representatives were added and total percentages were calculated. Ranks were assigned in such a manner that most responded item was given the first rank. The item which got the first rank was 'provided/ made arrangement to provide equipment/ experts/ guidance to improve the over all appearance of the building and the least responded item was adopted measures to encourage and recognize the deserved.'

Table-4.4.16
INVOLVEMENT OF LOCAL SELF GOVERNMENT REPRESENTATIVE IN
DISPLAY AND DECORATION OF CEC

Sl. No	Kind of help/ suggestion received	Functionaries	Representatives	Total	%	Rank
1	Provided/ made arrangement to provide equipment/ experts/ guidance to improve the over all appearance of the building.	89	67	156	39.39	1
2	Take steps to make reading room attractive to its users.	31	14	45	11.36	V
3	Gave some useful suggestion during his/her visits to the centre for some function	87	45	132	33.33	11
4	Steps taken to analyze and solve problems aroused while improving the condition of display and decoration of the centre.	45	13	58	14.65	111
5	Adopted measures to encourage and recognize the deserved	41	16	57	14.39	1V
6	Not involved/Can't say	2	65	67	16.92	V1

Source: computed from the field data

Table 4.4.17 and diagram 4.4.17 (kinds of library available) and deals with the library types of the centres. In maximum centres (52.27%) there is a separate room for library or reading room, with more than 1000 books in the library. Among the total centres, 4% had no library at all. In 13 % centres, the library of the panchayat/ clubs/ Nehru Yuva Kendras etc was attached with CEC. In such centers libraries were working with book lending facilities.

Table 4.4.17
KINDS OF LIBRARY AVAILABLE

Sl.no	Library facilities	Frequency	%
1	A separate room for library/ reading room	69	52.27
2	No library	6	4.55
3	The library of the Panchayath/ clubs/ Nehru Yuva Kendras etc was attached with Continuing Education Centre, with lending facilities	18	13.64
4	Mobile libraries	16	12.12

Source: Computed from the field data

Diagram 4.4.17
KINDS OF LIBRARY AVAILABLE

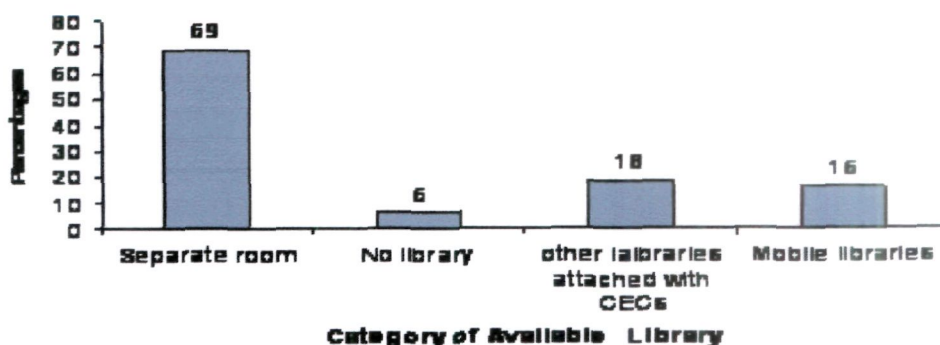


Table 4.4.18
FEATURES OF LIBRARY

SLNo	Features	Frequency	%
1	Suitable to meet the needs of learners of CEP, general reading	56	42.42
2	Functionaries added to the collection through self efforts	86	65.15
3	Women and children, interesting and vocational training books	63	47.73
4	Facility to purchase and collect books for lending libraries	8	6.06

Source: computed from the field data

Table 4.4.18 (Features of library) gives various features of the library of CECs. Table-4.4.19 and diagram – 4.4.19 (books available in CECs) gives information regarding the books available in CECs. Each CEC selected for the study were found to have at least 250 books. Among the total available books only 42.42 %, books were found suitable to meet the needs of learners of CEP. The remaining books were for general reading. 12.12 % of the centres were reported having mobile libraries in which a member can borrow books from their convenient places for a fixed time of one/ two weeks duration, and can use it for a fixed period. The main source for obtaining these books were KSLMA, which had distributed 185 (62 general, 68 vocational and 55 joyful reading books), books that were published by NLM and KSLMA for supplying to all centres of the state. It was supplied by KSLMA through ZSS. It was also noticeable that 66% of the prerak informed that they have added to the library collection through self efforts by collecting books from the community people, course finished students, and also

made effort to buy books of different publishers using the help of Village Education Committee Members and other interested persons of the locality.

Details regarding available books of CECs are given in table 4.4.18, which explain the number of books in the library. It was found that only 40.15 % was relevant from general category which includes books on health education, environment, sports, arts and general knowledge. 28% were vocational education related books. It was followed by books for neo-literate entertainment, books for children, and books particularly made for women. Books for children were in the form of story, novels, comics, rhymes books and were seemed extremely useful to children. It can be concluded that in general the number books for CEP beneficiaries particularly to neo-literates were found adequate for its purpose. Books were available in variety of subjects accordingly to meet the needs of the different categories of beneficiaries of the centre.

Table-4.4.19
BOOKS AVAILABLE IN CECS

Sl. No	Subject wise categorization of books	Frequency	%
1	General	53	40.15
	Health education		
	Environment education		
	Sports		
	Art education		
	General knowledge		
2	Vocational education	28	21.21
3	Neo-literate entertainment/Joyful reading	12	9.09
4	Books for Children	4	3.03
5	Particularly made for Women.	3	2.27

Source: computed from the field data

Diagram-4.4.19
BOOKS AVAILABLE IN CECS

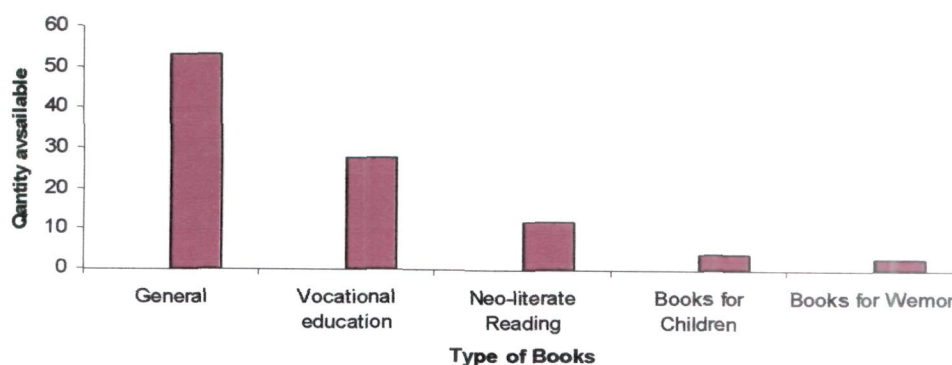


Table-4.4.20
NEWS PAPERS AND MAGAZINES AVAILABLE IN CECS

Sl. No	Items	Quantity	Frequency	%
1	No of news paper issuing	2-3	132	100
2	No of magazines in the centre	2-3	132	100
3	Others (such as Employment News)	2-4	122	92.42

Source: computed from the field data

Table-4.4.20, provides details about newspaper and magazines available in CECs. 100% of the selected centres reported that subscribing the most popular 2 to 3 News papers in Malayalm like “Malayalam Manorama”, “Mathru bhommi”, Madhyamum, etc and 2 - 5 magazines which were famous in the locality . ‘Vanitha’, Arogiya Masika, Thozhil vartha, Children’s Fun Magazine etc were found in 10% of the centres visited for evaluation.

Table-4.4.21
ARRANGEMENT OF BOOKS IN CECS

Sl. No	Arrangement of books	Frequency	%
1	Not done properly	30	22.73
2	Arranged both subject and author	15	11.36
3	Arranged subject wise	62	46.97
4	Arranged author wise	27	20.45

Source: computed from the field data

Diagram- 4.4.21
ARRANGEMENT OF BOOKS IN CECS

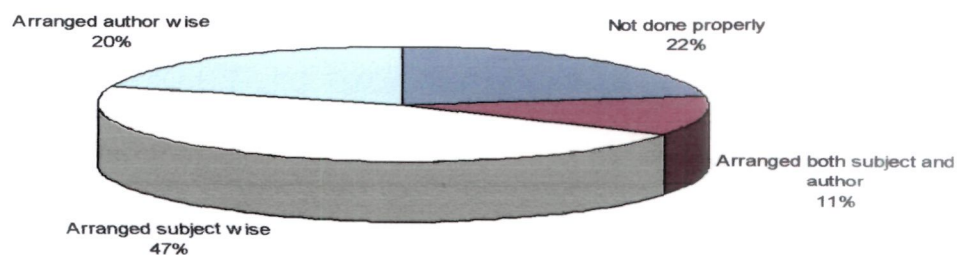


Table 4.4.21 and diagram 4.4.21(Arrangement of books in CECs), deals with arrangement of books in CECs. It describes that in 11.36% centres, library were found having good number of books and were classified on subject wise and author wise. In 46.97% of the centres, the books were arranged subject wise and it was on author wise in 20.45 % of the centres. However, it was not done properly in the remaining 22.73 % of the centres visited.

Table-4.4.22
DISPLAY OF BOOKS IN CECS

SLNo	Book display	Frequency	%
1	Books displayed separately on a hung in string	72	54.55
2	Books displayed on the table or in the built in space in the wall.	27	20.45
3	Update list of books was pasted on the wall in the library	95	71.97

Source: computed from the field data

Diagram-4.4.22
DISPLAY OF BOOKS IN CECS

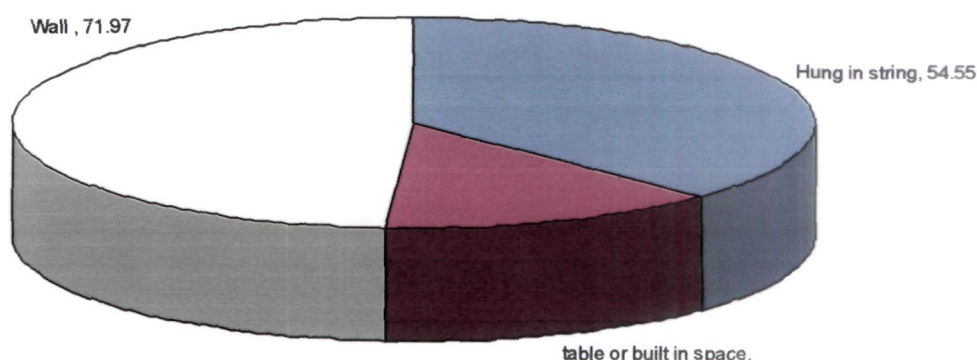


Table 4.4.22 and diagram 4.4.22 (Display of books in CECs) is related with the display of books in CEC libraries. It was found that in 54.55 % of the centres the books were hanged well on a separately hung string. In 71.97 % the update list of books was also pasted on the wall in the library. In the remaining 20.45 % of the centres, books were displayed on the table or in the built in space on the wall.

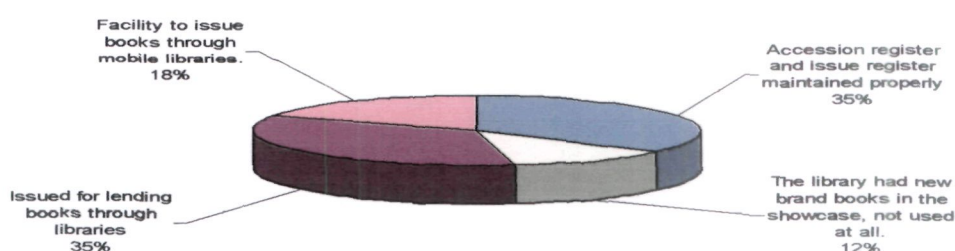
Table 4.4.23 and diagram 4.4.23(Issue of books in the CEC), provides details of issuing books in the library of CEC. In 71.97 % of the centres, it was found that accession register and issue register were maintained properly. In 24.24 % centers, the library had new brand books in the show cases; no books were handled / used. Books were for general reading. 70.45 % of the centers issued books through libraries. 12.12% of the centres had issue facility through mobile libraries.

Table-4.4.23
ISSUE OF BOOKS IN THE CEC

Sl. No	Issue of books	Frequency	%
1	Accession register and issue register maintained properly	95	71.97
2	The library had new brand books in the showcase, not used at all.	32	24.24
3	Issued for lending books through libraries	93	70.45
4	Facility to issue books through mobile libraries.	16	12.12

Source: computed from the field data

Diagram-4.4.23
ISSUE OF BOOKS IN CEC



To elicit the contribution of representatives in library of CECs a question was asked both to functionaries and representatives that 'what was the contribution of representatives in library of CECs. The answers from functionaries and representatives for this question were summarized in table-4.4.24 (contribution of representative in library of CECs). Since the respondents were free to provide as many responses as they wish, there were multiple responses. The relation between opinions of functionaries and representatives has studied using Spearman's rank co-efficient of correlation. The value of r is computed as $r = 0.39$ which is positive and but not significant both at .05 level and .01 level. The conclusion emerges from the above analysis is that a positive correlation exists in between the responses of functionaries and local self government representatives regarding contribution of representative in library of CECs which not significant either at .05 levels or .01 levels.

Table-4.4.24
CONTRIBUTION OF REPRESENTATIVE IN LIBRARY OF CEC

Sl. No	Kind of help/ suggestion received from local self government representative	Functionaries	Representatives	R1	R2	D	D ²
1	Provided equipment/ materials for library	78	52	1	1	0	0
2	Organized book reading festivals/ programs/ competitions etc for improving the condition and membership of centre(Resource mobilization)	57	31	2	3	-1	1
3	Expanded the Continuing Education Centre library facility by merging it with library of panchayath, Nehru Yuva Kendra etc.	36	22	4	4	0	0
4	Helped to collect information, identify sources for the expansion of CEC library	20	12	7	9	-2	4
5	Adopted measures to popularize the library	32	16	6	6	0	0
6	Analyzed problems aroused while establishing and working of the library.	15	13	9	7.5	1.5	2.25
7	Helped to find solution to problems emerged	17	13	8	7.5	0.5	0.25
8	Recognition and encouragement to the deserved functionaries for encouraging their best performance and services	09	32	10	2	8	64
9	Recognition and encouragement to the deserved beneficiaries for motivating them and others.	47	21	3	5	-2	4
10	Visits to check and evaluate the materials of library	34	9	5	10	-5	25

Source: computed from the field data

$$D = R_1 - R_{11}$$

$$D^2 = (R_1 - R_{11})^2$$

$$rs = 1 - 6 \sum D^2 / n(n^2 - 1)$$

$$= 1 - 6 (100.5) / 10(10^2 - 1)$$

$$= 0.39$$

where $\sum D$ = sum of differences of ranks of Category 1st and 11nd

n = total number of items

$$df=n-2 = 10-2= 8$$

Level of significance at df 8= .643 at.05 level

Level of significance at df 8= .833 at.01 level

Table-4.4.25
INVOLVEMENT OF REPRESENTATIVE IN MAINTENANCE, MONITORING
AND EVALUATION

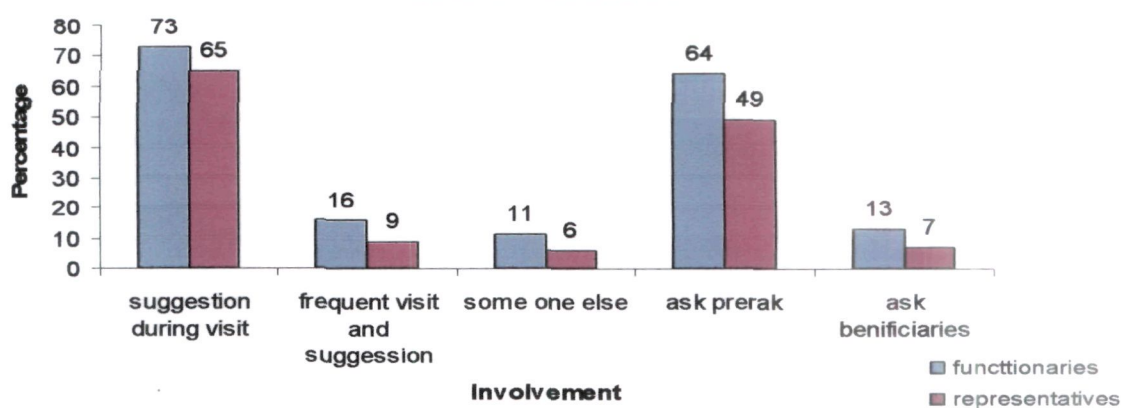
Sl.No	Contribution in maintenance and evaluation of the building	% Functionaries	% Representatives
1	Gave some suggestions during his visits for some functions of the centre	73	65
2	Frequently visits the centre and check the system, if anything found advices to rectify it.	16	9
3	Arranged some one else (village education committee members and other concerned persons) to check the Continuing Education Centre,	11	6
4	During meeting with prerak asks about the maintenance of the centre	64	49
5	Local self government representative asks beneficiaries during their meeting about the maintenance of the centre	13	7

Source: computed from the field data

As according to the rules of KSLMA, monitoring and evaluation of the programme at state level is done by KSLMA in each month through its Monthly Monitoring Report (MMR) of District Coordinators. Zilla Saksharatha Samithi calls MMR for evaluating the activities of each NCEC in each month. And the monitoring of CEC is done by NCEC Prerak/ Assistand Prerak in each month through its MMR. Besides the monthly evaluation from the side of literacy mission, 30% of the prerak reported that their local self-government representative asks about the activities of the centre. Prerak will do have to answer to him/ her for questions aroused by representatives. 6% of the Preraks also reported that some of their representatives inquire about the activities of Continuing Education Centre through their beneficiaries and village education committee meeting and local leaders. This was also clarified through group discussion with beneficiaries. A brief description of representatives' contribution of representatives in maintenance, monitoring and evaluation of CECs is explained in table 4.4.25. The Relation between responses of functionaries and representative in maintenance of the building, monitoring and evaluation of the centre have studied using

the chi-square test. The chi-square critical values for df 4 are 9.488 and 13.277 respectively for .05 and .01 levels of significance and the obtained value 74.93 is higher than these values. This indicates that there is a significant relationship between the opinions of functionaries and representatives regarding contribution of representatives in maintenance and evaluation of centres.

Diagram-4.4.25
INVOLVEMENT OF REPRESENTATIVE IN MAINTENANCE, MONITORING AND EVALUATION



Regarding maintenance of the centre, it was found that 95% centres had good appearance, well maintained, cleanliness and essential decoration. But 5% of the centers were found improperly managed with poor appearance. These figures also have shown by table-4.4.26 and diagram- 4.4.26.

Table-4.4.26
MAINTENANCE OF THE CENTRE

SLNo	Appearance	%
1	Good appearance	95
2	Poor appearance	5

Source: computed from the field data

Diagram -4.4.26
MAINTENANCE OF THE CENTRE

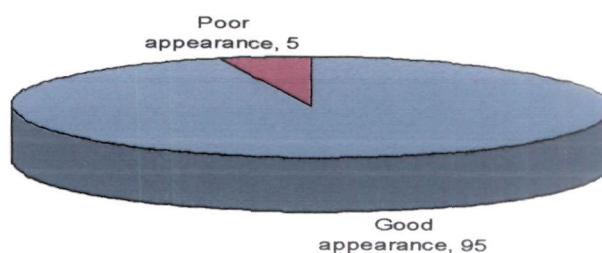


Table 4.4.27
INVOLVEMENT OF LOCAL SELF-GOVERNMENT IN CHARCHA MANDALS

Sl. No	Involvement of Local Self-Government in Charcha Mandals (discussion Groups Representatives of CEC)	Functionaries	Representatives	R1	R2	D	D ²
1	Provided help/ suggestion to plan the activities	72	43	2	2	0	0
2	Representative arranged to cooperate and coordinate various person, resources and activities of various departments with the centre.	74	61	1	1	0	0
3	Adopted measures to analyze problem aroused	23	13	4.5	5	-0.5	0.25
4	Adopted measures to solve problems aroused	23	11	4.5	6	-1.5	2.25
5	Steps were taken to arrange needed resources for the organization of charcha mandel of the centre	27	23	3	3	0	0
6	Adopted measures to popularize the charcha mandel of the centre	19	8	6	9	-3	9
7	Arrangement made to provide sufficient training and/ impart knowledge to functionaries about the problems to be discussed.	9	04	11	11	0	0
8	Recognition and encouragement to the deserved functionaries for encouraging their best performance and services	16	05	8	10	-2	4
9	Recognition and encouragement to the deserved beneficiaries/ for encouraging the beneficiaries	11	15	10	4	6	36
10	Helped to collect information and provide opportunity to make them available for the functionaries of the centre	17	9	7	8	-1	1
11	Formed resource panel of experts/ resource groups from locality for organizing charcha mandels	14	10	9	7	2	4

Source: computed from the field data

$$\begin{aligned}
 D &= R1 - R11 \\
 D^2 &= (R1 - R11)^2 \\
 rs &= 1 - 6 \sum D^2 / n(n^2 - 1) \\
 &= 1 - 6 (56.5) / (11^2 - 1) \\
 &= 0.74
 \end{aligned}$$

where $\sum D$ = sum of differences of ranks of Category 1st and 11nd

n = total number of items

$df = n - 2 = 11 - 2 = 9$

Level of significance at $df = 9$ = .600 at .05 level

Level of significance at $df = 9$ = .783 at .01 level

While answering to the question regarding Charcha Mandals all of the functionaries reported that Charcha Mandals were held once in a month in all the centres. The functionaries of the centre and many of the beneficiaries regularly attended in this discussion groups. The study found that wide difference exists among the centres in the number of beneficiaries attended for Charcha Mandels. They also explained that in Charcha Mandel, generally the problems such as family issues, women and children welfare, health & hygiene, AIDS and other epidemic and non epidemic disease awareness program, self employment opportunities or requirements, gardening and nurturing of vegetable and medicinal plants, sports and arts etc were discussed. The answer obtained to the question regarding involvement of representatives in Charcha Mandals is briefly explained in table 4.4.27. The most responded item is that representative arranged to cooperate and coordinate various person, resources and activities of various departments with the centre and the least was arrangement made to provide sufficient training and/ impart knowledge to functionaries about the problems to be discussed. The correlations between responses of representatives and functionaries have studied using spearman's Rank order correlation coefficient. The value of r is computed as $r = 0.74$. The conclusion emerged from the above analysis is that a strong positive correlation exists in between the responses of functionaries and local self government representatives regarding involvement of representatives in Charcha Mandels of the centres which is positive and significant at .05 (600) level and in significant at .01 (.783) level.

Information window services were functioning in 88% centres. But there is wide difference in the available information services of different centres. 79% of the centres reported that information and application forms of all panchayath level forms and schemes such as: caste, income, birth, death, various pension schemes, unemployment form, loan from banks, various social welfare scheme, Kerala development scheme etc were available in the centre. Details of these can be available to those who demand for it. Among this around 52 % centres charges small amount for those services provided by it. In majority of the Centres, Preraks collected various sources of information and forms related to development and social welfare schemes. These include information about Education, Health, Women and Children Welfare, Family Planning, Agriculture and

Horticulture, Social Welfare, and other related Departments. In order to get different certificates to the villagers, the Centers issued forms in between 50-250 application forms to the villagers. For quick and easy searching, in those centers which were functioning very effectively the available forms and social welfare schemes have given in a booklet form. In order to create awareness and thus to educate people centres quite often organizes meetings/ discussions on topics such as self employment schemes, family planning, agriculture, horticulture, employment opportunities and requirements, pension and loan for agricultural and small scale industries, animal husbandry, protection of environment and natural calamities, health problem, social issues etc. Officers such as District Collector, Agriculture Officers, Bank Managers, Lawyers, District Education Officers, Health Inspectors, Doctors, and School Teachers etc imparted this kind of information to the beneficiaries of the centres. Besides, the above-mentioned personalities come to the centre to organize many national / regional/ religious days and/ or festivals to impart the messages of those days/ festivals. 56% of the centres had kept record on those officers who visited the centers for various purposes from the establishment of the centre up to the day in which the investigator was visited to the centre. In addition, photos in albums and photos put for exhibition were also available in centres.

Table 4.4.28
CONTRIBUTION FOR INFORMATION WINDOW OF CEC

Sl. no	Involvement of Local Self-Government Representatives in Information Window of CEC	Functionaries	Representatives	R1	R2	D	D ²
1	Provided help/ suggestion to plan the activities	23	2	8.5	12	-3.5	12.25
2	Representative arranged to cooperate and coordinate various person, resources and activities of various departments with the centre.	53	27	1	1	0	0
3	Adopted measures to analyze and solve problems aroused	9	3	12	11	1	1
4	Steps were taken to arrange needed resources for the organization of the centre	36	15	4.5	5.5	-1	1
5	Adopted measures to popularize the information services of the centre	41	22	2	4	-2	4
6	Arrangement made to impart knowledge about the source and accessibility to collect information for the centre.	30	12	6	8	-2	4
7	Recognition and encouragement to the deserved functionaries for encouraging their best performance and services	23	13	8.5	7	1.5	2.25
8	Converted CECs as Panchayath / Local Resource Centre	37	26	3	2	1	1
9	Provide all social developmental activity of the panchayath / locale bodies through CECs to make it self-reliant centres	36	23	4.5	3	1.5	2.25
10	Establish measures to provide all possible panchayath welfare activities through CEC	21	15	10	5.5	4.5	20.25
11	PRI informed community members all various government schemes through CECs and bothered them about the possible hindrances in securing benefits there by the community must be removed.	24	10	7	9	-2	4
12	Dissemination of information through newsletter	10	7	11	10	1	1

Source: Computed from field data

$$D = R_I - R_{II}$$

$$D^2 = (R_I - R_{II})^2$$

$$r_s = 1 - 6 \sum D^2 / n(n^2 - 1)$$

$$= 1 - 6 (53) / 12(12^2 - 1)$$

$$= 0.81$$

where $\sum D$ = sum of differences of ranks of Category 1st and 11nd

n = total number of items

$$df = n - 2 = 12 - 2 = 10$$

Level of significance at $df 10 = .564$ at .05 level

Level of significance at $df 10 = .746$ at .01 level

One question was asked both to functionaries and representatives about the involvement of local self-government representatives in information window of continuing education centre. Since respondents were free to provide as many responses, there were multiple responses. The obtained answers to this question are summarized in table 4.4.28. Representative arranged to cooperate and coordinate various person, resources and activities of various departments with the centre was the most responded item and adopted measures to analyze and solve problems aroused was the least responded item. The correlation between the values of responders have studied using Spearman's Co-efficient of correlation. The value of r is computed as $r = 0.81$ which is positive and significant both at .05 ($=.564$) level and .01 (.746) level. The conclusion emerges from the above analysis is that a strong positive correlation exists in between the responses of functionaries and local self government representatives regarding involvement of representatives in information window services of the centres which is significant both at .05 levels and .01 levels.

4.5 PROGRAMMES OF THE CENTRES

4.5.1 Literacy Programme

As far as literacy programmes are concerned all selected centres have been organizing literacy programme from the initiation of the centre up to recent time. Survey and resurvey was the technique adopted by all most all centres in the state for identifying illiterates. Nearly 69% of the centres selected for the study have not kept the exact, proper and updated number of illiterates identified and trained through the centres. The investigator came to the conclusion that wide difference exists in between the number of illiterates enrolled in centres. It varies from 17 to 352.

Diagram- 4.5.1.1
PROBLEMS OF LITERACY ROGRAMME

Sl. No	Problems	Functionaries	Representatives	R1	R2	D	D ²
1	Learning literacy at adulthood is considered as a shame and phase problems to pace the public	65	74	2	1	1	1
2	Poverty and lack of finance	12	4	8.5	11	-2.5	6.25
3	Considers expenditures on learning materials like books, slates, pen, pencil etc as useless	10	2	10	12	-2	4
4	Lack of infrastructure facilities like black board, chalk, seating arrangements, electricity, drinking water and toilet facilities etc.	15	6	7	9	-2	4
5	Inconvenient timings of the classes	17	20	6	6	0	0
6	Lack of compulsion for acquiring literacy skills from the side of the government and feels that education is useless in life	45	34	4	4	0	0
7	Lack of specially trained teachers	12	9	8.5	8	0.5	0.25
8	Dissatisfaction and lack of interest in teaching due to lower honorariums to Preraks / Assistant Preraks, and teacher engaged with delay in payment.	51	63	3	2	1	1
9	Lack of economic and employment incentives to learners and there for considers education useless	21	32	5	5	0	0
10	Inaccessibility of centres	9	19	11	7	4	16
11	Disinterestedness and lack of mechanism to motivate and fight against the self defeating nature of human beings	78	61	1	3	-2	4
12	Lack of effective training programs to Preraks / Assistant Preraks to motivate and increase their confidence in the programme	7	6	12	10	2	4

Source: Computed from the field data

$$\sum D = R_1 - R_2$$

$$\sum D^2 = (R_1 - R_2)^2$$

$$\begin{aligned}
\sum D &= R1 - R11 \\
\sum D^2 &= (R1 - R11)^2 \\
rs &= 1 - 6 \sum D^2 / n(n^2 - 1) \\
&= 1 - 6 (40.5) / 12(12^2 - 1) \\
&= 0.86 \\
n &= \text{total number of items} \\
df &= n - 2 = 12 - 2 = 10 \\
\text{Level of significance at df 10} &= .564 \text{ at .05 level} \\
\text{Level of significance at df 10} &= .746 \text{ at .01 level}
\end{aligned}$$

The correlation between the responses provided by representatives and functionaries has studied using Spearman's Rank Correlation Co-efficient. The value of r is computed as $r = 0.86$ which is positive and significant both at .05 (.564) level and .01 (.746) level. The conclusion emerges from the above analysis is that a strong positive correlation exists in between the responses of functionaries and local self government representatives regarding problems of literacy rogramme which is significant both at .05 levels and .01 levels.

When requested to give suggestions for improving literacy programs both functionaries and representatives gave various suggestions. These suggestions are given in table 4.5.12. Since there were multiple responses, the correlation between the suggestions provided by representatives and functionaries has studied using Spearman's Rank Correlation Co-efficient. The value of r is computed as $r = 0.85$ which is positive and significant both at .05 (.564) level and .01 (.746) level. The conclusion emerges from the above analysis is that a strong positive correlation exists in between the responses of functionaries and local self government representatives regarding suggession to literacy programmes which is significant both at .05 levels and .01 levels.

Table 4.5.1.2
SUGGESTIONS TO IMPROVE THE LITERACY PROGRAMME

Sl. No	Suggestion to improve the programme	Functionaries	Representatives	R1	R2	D	D ²
1	New strategies based on experience from the field of the locality has to be developed	74	15	2	7.5	-5.5	30.25
2	Programs should be developed in such a manner that it should be useful to the beneficiaries in their life.	33	2	6	10	-4	16
3	Learning materials like books, slates, pen, pencil should be provided freely in time to all learners	56	20	3	4	-1	1
4	Infrastructure facilities like black board, chalk, seating arrangements, electricity, drinking water and toilet facilities should be increased.	51	17	4	6	-2	4
5	Duration of classes should be increased	11	15	9	7.5	1.5	2.25
6	Timings of the classes should be adjusted according to the convenience of the learner.	29	23	7	3	4	16
7	Appoint special trained teachers	47	9	5	9	-4	16
8	Honorarium to Preraks / Assistant Preraks, and teacher engaged should be raised and should be paid regularly.	125	53	1	1	0	0
9	Economic and employment incentives to learners and teachers	14	32	8	2	6	36
10	Centres should be easily accessible	9	19	10	5	5	25
11	Various kinds of awareness programmes such as seminars/discussions should be organized	8	16	11	11	0	0
12	More and more and effective training programs should be provided to Preraks / Assistant Preraks to motivate and increase their confidence in the programme	7	13	12	12	0	0

Source: Computed from the field data

$$\begin{aligned}
\sum D &= RI - R11 \\
\sum D^2 &= (RI - R11)^2 \\
rs &= 1 - 6 \sum D^2 / n(n^2 - 1) \\
&= 1 - 6 (146.5) / 10(10^2 - 1) \\
&= 0.85 \\
n &= \text{total number of items} \\
df &= n - 2 = 12 - 2 = 10 \\
\text{Level of significance at df 10} &= .564 \text{ at .05 level} \\
\text{Level of significance at df 10} &= .746 \text{ at .01 level}
\end{aligned}$$

4.5.2 Equivalency Programme

Of the total centres selected for the study 97% had organized equivalency classes. The number of learners varies from centre to centre. It varies from 1 to 15. Equivalency classes were for class IV, VII, and X A Level and O level. During the year 2000 to 2007, 95% of selected centres had organized equivalency classes for standard IV and 81 % of the centres also completed equivalency classes for standard VII. By the year 2005, equivalency classes for class Xth A Level and O level were started in 13% of the selected centres. To evaluate the performance of the learners, each equivalency classes were followed by examinations. Books, charts, black boards, papers, etc were common teaching-learning materials found in all most all centres. It was also noticeable that 17.04% of the centres used audio-visual aids like TV and Computer as material for teaching.

Table 4.5.2.1 gives details regarding the problem faced by centres and concerned person while implementing Equivalency Program of CECs. A detailed analysis of the respondents' shows that lack of mechanism to clear doubts emerged during the implementation phase was the major problem faced by the centres. These problems with the other problems opted by functionaries and representatives are given in table 4.5.2.1 The correlation between the responses of the responders has studied using Spearman's Rank Co-efficient of Correlation. The value of r is computed as $r = 0.88$, which is positive and significant both at .05 (.643) level and .01 (.833) level. The conclusion emerges from the above analysis is that a strong positive correlation exists in between the responses of functionaries and local self government representatives regarding problems of equivalency programmes which is positive and significant both at .05 (.643) level and .01 (.833) level.

Table- 4.5.2.1
PROBLEMS IN EQUIVALENCY PROGRAMME

Sl. No	Problems in Equivalency Program	Functionaries	Representatives	R1	R2	D	D ²
1	Lack of upgraded books according to time and requirement of learners.	90	12	5	8	-3	9
2	Inability to eradicate the drop out due to the inferiority complex, laziness/ lack of interest to attend the program	95	42	4	4	0	0
3	Lack of required no of teachers	32	5	9	9	0	0
4	Lack of teaching –learning materials	56	21	7	6	1	1
5	Lack of audio visual aids to teach the learners	81	23	6	5	1	1
6	Lack of measures to motivate learners	102	46	3	1	2	4
7	Greater delay to get certificates	43	16	8	7	1	1
8	Examination fee is too high in self financing courses that cannot afford many of the beneficiaries	126	44	1	3	-2	4
9	Lack of mechanism to clear doubts emerged during the implementation phase.	119	45	2	2	0	0
10	Inability to find out and establish most suitable strategy for bringing all beneficiaries of the locality to the programme	7	2	1	10	0	0

Source: Computed from the field data

Table 4.5.2.2
SUGGESTIONS TO IMPROVE THE EQUIVALENCY PROGRAM

Sl. No	Suggestions in Equivalency Programme	Functionaries	Representatives	R1	R2	D	D ²
1	Develop new strategy based on field experiences to motivate learners to the centre	32	21	10	8	2	4
2	Provide upgraded books according to the time and requirement of learners.	90	49	6	3	3	9
3	Eradicate the drop out arise from the inferiority complex/laziness/ lack of interest to attend the programme	101	50	2	2	0	0
4	Additional teacher need to be appointed for teaching the learners, if the centre requires.	86	22	7	7	0	0
5	Teaching / learning materials like text books, Pencil, exercise books, eraser should have to supply them freely	95	52	3	1	2	4
6	Learning with the help of audio visual aids like computer and TV need to be encouraged as teaching learning aids	43	15	9	10	-1	1
7	Prices/ incentives, certificates and priority in local panchayath schemes should be given to learners who have passed and scored high marks in the equivalency examinations	93	25	4	5	-1	1
8	Arrangement should be made to reduce the delay in getting the certificate	91	23	5	6	-1	1
9	The examination fee need to be reduced to affordable amount in order to bring more learners	129	44	1	4	-3	9
10	A system should be established for easy solutions to clear doubts while implementing programmes	64	18	8	9	-1	1

Source: computed from field data

$$\begin{aligned}
 D &= R_1 - R_{11} \\
 \sum D^2 &= \sum (R_1 - R_{11})^2 \\
 r_s &= 1 - 6 \sum D^2 / n(n^2 - 1) \\
 &= 1 - 6 (30) / 10(10^2 - 1) \\
 &= 0.82 \\
 n &= \text{total number of items} \\
 df &= n - 2 = 10 - 2 = 8 \\
 \text{Level of significance at } df 8 &= .643 \text{ at .05 level} \\
 \text{Level of significance at } df 8 &= .833 \text{ at .01 level}
 \end{aligned}$$

The suggestions for equivalency program from functionaries and representative's part is given in table 4.5.2.2. Since there were multiple responses, the relationship between the responses of functionaries and representatives has studied using Spearman's Rank Coefficient of Correlation. The value of r is computed as $r = 0.82$ which is positive and significant at .05 level and but not significant at .01 level. The conclusion emerges from the above analysis is that a positive correlation exists in between the responses of functionaries and local self government representatives regarding suggestions for equivalency program.

4.5.3 Income Generating Programs (IGP)

Organization of vocational training camps and formation of self help group were the two categories of IGP activities organized by the centres. The investigator observed that the income generating activities of centres and duration of the courses of IGP varied from centre to centre and there were some common programs which were provided by most of the centres. Besides, certain programs were common to centres of certain districts.

Various programs organized by selected centres along with percentage of centres engaged in that programs are given table 4.5.3.1. The study found out that a significant majority of centres had engaged in small trades. Other programs engaged by the centres were more or less evenly distributed.

Another important aspect of IGP was the formation of self help groups. There was wide difference among the number of SHG organized under each CEC. It varied from 3 to 25 self help groups and was affiliated in corresponding District Literacy Mission and all of them were found registered with Kutumbasree or Block Panchayath/ District panchayath. And number of members in an SHG also varies from centre to centre.

Among the total numbers of SHG 94%, were women only groups and 4% were combined with men and woman and the remaining 2% were men's only groups. These SHG runs canteens, garments shops, grocery and condiments shops, retail shops, cattle / goat rearing, beautician clinics, pickles & bakery items preparation units, tailoring units, farming units etc. 85% of the SHG beneficiaries informed that they got help from the representatives and CECs in starting and running their business in the form of giving training, providing required facilities and equipments, getting banks loans easily and marketing the products produced by them

Table 4.5.3.1
INCOME GENERATING PROGRAMMES IN CENTRES

Sl.No	Programmes in centres	No. of centers engaged	%
1	Small trades -candle and soap making, agarbathi making, phenol production etc	122	92.42
2	Agriculture, farming, bee keeping, animal husbandry etc	20	15.15
3	Tailoring and embroidery	58	43.94
4	Paper bag, files and envelopes making	32	24.24
5	book binding	3	2.27
6	Typing, screen-printing, financial accounting,	12	9.09
7	flower making, decoration materials and handicrafts	22	16.67
11	Umbrella making and Chappal making	18	13.64
12	Food related trading- food products like snacks making, bakery items, pappad, pickle, James etc.	60	45.45

13	Various Computer related courses	46	34.85
14	Radio and TV Repairing	9	6.82
15	Plantation and vegetable cultivation	7	5.30
16	Vermin compost and organic manure units.	5	3.79
17	Zig-zag	10	7.58
18	Beautician courses,	19	14.39
19	Fashion designing and fabric painting	30	22.73
20	Coir making and bamboo reed products,	4	3.03
21	Running a hotel / canteen	1	0.76
22	Textile printing, garments making and garments shops	6	4.55
23	Bouquet and Flower making	8	6.06
24	Mushroom cultivation	5	3.79
25	Budding & grafting	7	5.30
26	Bamboo products	8	6.06
27	Baskets-pen & Others	9	6.2
28	Handicrafts	13	985
29	Shawl making by woolen tread	3	2.27
30	Artificial items from clay	5	3.79
31	Coffee stum & root	6	4.55
32	Coconut shell	11	8.33

33	Wormy compost	7	5.30
34	Preparation of herbal and ayurvedic medicines	4	3.03
35	Assola farming	2	1.52
36	Phenol making	8	6.06
37	Curry powder unit	11	8.33
38	Mat making	6	4.55
39	Hollow bricks unit	3	2.27
40	Chalk making	4	3.03
41	Milk products	5	3.79
44	Bee growing	6	4.55
45	Book binding	7	5.30
46	Tailorin unit	83	62.88
47	Toys making Sari painting	5	3.79
48	Glass painting	5	3.79

Source: computed from field data

Table 4.5.3.2
PROBLEMS OF THE IGP PROGRAMME

SL. No	Problems of the programme	Representative s	Functionaries	R1	R2	D	D ²
1	Inability of the programme to provide self earning employment	74	63	4	3	1	1
2	Lack of opportunities to improve existing employment of the people of the locality	65	66	7	2	5	25
3	Organization of unsuitable programmes to meet day today life of the people of the locality	29	43	13	6.5	6.5	42.25
4	Frequent resign of trained preraks from the centre followed by delay to appoint new prerak and give them training	41	55	11	5	6	36
5	Problem of marketing products	68	57	6	4	2	4
6	Inaccessibility of centres in most needed places particularly in tribal and coastal areas	49	24	9	11	-2	4
7	Lack of quality of goods produced by the centre	33	13	12	13	-1	1
8	Lack of application of better training, demonstrations and modern technology in the teaching learning process	72	41	5	8.5	-3.5	12.25
9	Lack of NGOs and various converging agencies to converge activities of various departments	91	38	2	10	-8	64
10	Non availability of Interest free loan system to beneficiaries	58	41	8	8.5	-0.5	0.25
11	Financial problem	132	250	1	1	0	0
12	Problems to attend the program of the centre	75	43	3	6.5	-3.5	12.25
13	Problems of equipments / furniture	45	23	10	12	-2	4
14	Long duration of the course and difficulty to afford daily traveling cost.	21	12	14	14	0	0

Source: Computed from the field data

$$\begin{aligned}
 D &= R_I - R_{II} \\
 \sum D^2 &= \sum (R_I - R_{II})^2 \\
 r_s &= 1 - \frac{6 \sum D^2}{n(n^2 - 1)} \\
 &= 1 - \frac{6(206)}{14(14^2 - 1)} \\
 &= 0.55 \\
 n &= \text{total number of items} \\
 df &= n - 2 = 14 - 2 = 12 \\
 \text{Level of significance at } df \ 12 &= .506 \text{ at } .05 \text{ level} \\
 \text{Level of significance at } df \ 12 &= .712 \text{ at } .01 \text{ level}
 \end{aligned}$$

Table 4.5.3.2, deals with the responses to the question about problems faced by concerned persons of IGP activities. The problems indicated by functionaries and representatives have explained in table 4.5.3.2. Since a respondent is free to provide as many responses the relationship between the opinions of the two groups of responders have studied using Spearman's Rank Co-efficient of Correlation. The value of r is computed as $r = 0.55$ which is positive and significant at .05 level and not significant at .01 level. The conclusion emerges from the above analysis is that a positive correlation exists in between the responses of functionaries and local self government representatives regarding problems faced by IGP of the centres which is positive and significant at .05 level and not significant at .01 level..

Table 4.5.3.3, deals with the suggestion given by functionaries and representatives for improving IGP. The respondent was free to provide multiple responses. The relation between the responses of the groups has studied Spearman's Rank Co-efficient of Correlation. It can be seen from the table that the value of r is computed as $r = 0.47$ which is positive and significant at .05 (.456) level and not significant at .01 (.645) level. The conclusion emerges from the above analysis is that a strong positive correlation exists in between the responses of functionaries and local self government representatives regarding suggestions to IGP programs which is positive and significant at .05 level and not significant at .01 level..

Table 4.5.3.3
SUGGESTIONS FOR IGP

Sl. No	Suggestions	Functionaries	Representatives	R1	R2	D	D ²
1	Organize more and more programs in different areas of interest to provide self earning employment	75	55	4	3	1	1
2	Provide opportunities to improve existing employment of the people of the locality	71	54	5	4	1	1
3	Organize programs to meet day today life of the people of the locality	29	62	12	2	10	100
4	Arrangement and space for marketing products produced by beneficiaries	53	3	7	15	-8	64
5	Financial benefit to beneficiaries	132	103	1	1	0	0
6	Provision required for infrastructural facilities and for equipments	98	51	2	5	-3	9
7	Establish centres in most needed places particularly in tribal and coastal areas	34	21	10	14	-4	16
8	Application of modern technology in the teaching learning process	58	35	6	10	-4	16
9	Strengthen network with other agencies engaged with employment generation.	46	37	8	8	0	0
10	Better training & demonstrations to learners.	11	32	15	12	3	9
11	Opportunity to gain financial benefit to functionary	9	2	16	16	0	0
12	Solve problems to attend the program of the centre	25	45	13	6	7	49
13	Solve problems of equipments / furniture	43	40	9	7	2	4
14	Formation of various converging agencies to converge activities of various departments	87	33	3	11	-8	64
15	Provision of interest free loan system to beneficiaries	32	29	11	13	-2	4
16	Organize different programs which are local specific, and need based	17	36	14	9	5	25

Source: computed from field data

$$D = RI - R11$$

$$\sum D^2 = \sum (RI - R11)^2$$

$$rs = 1 - 6 \sum D^2 / n(n^2 - 1)$$

$$= 1 - 6 (362) / 16(16^2 - 1)$$

$$= 0.47$$

n = total number of items

$$df = n - 2 = 16 - 2 =$$

Level of significance at df 14 = .456 at .05 level

Level of significance at df 14 = .645 at .01 level

4.5.4 Quality of Life Improvement Programs (QLIP)

The design of Quality of Life Improvement Programs enhanced a common base line of effective living for the learners and community for the well being of all members of the community. Its objective was improving the quality of life of all citizens as individuals of society as well as members of community to equip them with essential knowledge, attitudes, and values. The areas of QLIP are Health and hygiene, population education, pollution, panchayathi raj institutions, right to information, various kinds and areas of literacy, folk arts, treatment and control of diseases, agriculture and animal husbandry, cleanliness, environment protection and services, consumer protection, family and society, neighborhood gathering program, life education, child care, food and nutrition, balanced diet and safe drinking water, sanitation, social services, communal harmony, socio-cultural problems etc.

Aiming to improve the quality of life of the people of the locality, several programmes related to the quality of life of the people have organized by the centres. It was satisfactory to note that all most all centres selected for the study had organized at least 3 types of income generating activities. The kinds of QLIP organized by selected centres along with their percentage have given in table 4.5.4.1.

Table 4.5.4.1
KIND OF QUALITY OF LIFE IMPROVEMENT PROGRAMS

SL.No	Quality of Life Improvement Programs	Frequency	%
1	Film show	94	71.21
2	Magic show	24	18.18
3	Drama	47	35.61
4	Documentary shows	63	47.73
5	Eye donation campaign	76	57.58
6	Blood donation forums	79	59.85
5	Seminars, discussion and workshops on socially relevant issues	121	91.67
6	Tuition classes	85	64.39
7	Sanitation Programmes	47	35.61
8	Folk arts	132	100.00
9	Eradication programmes of various epidemic and non epidemic diseases like T.B, Chikungunia, AIDS, Polio	132	100.00
10	Awareness campaign to agitate against liquor, drugs, smoking etc.	130	98.48
11	Awareness campaign for educating society in activities related with day to day life such as consumer protection, legal literacy, right to information, caring of children etc	128	96.97
12	Awareness Campaign for the protection of various environment and natural resources like water, river, wild life, tree etc.	38	28.79
13	Various kinds and types of IGPs	132	100.00
14	Counseling and guidance centre	36	27.27

Source: computed from field data

Table 4.5.4.2 provides information about the problems faced by QLIP of the centres. The most crucial problem of QLIP as identified by the study was financial problem (49.75%). The problems faced by centre along with their obtained percentage of responses are summarized in table 4.5.4.2 (Problems faced by QLIP Programs of CECs). Since the respondents are free to provide as many responses, there have multiple responses. So the relations between responses of representatives and functionaries have studied using Spearman's rank correlations co-efficient. The value of r is computed as $r =$

0.35 which is positive but not significant either at .05 (.506) level or at .01 (.712) level. The conclusion emerges from the above analysis is that a positive non significant correlation exists in between the responses of functionaries and local self government representatives regarding problems of QLIP.

Table 4.5.4.2
PROBLEMS FACED BY QLIP PROGRAMME

SL. No	Kind of involvement	Functionaries	Representatives	R1	R2	D	D ²
1	Inability of the programs to provide self earning employment	73	53	6	3	3	9
2	Lack of opportunities to improve existing employment of the people of the locality	70	43	7	5	2	4
3	Organization of unsuitable programs to meet day today life of the people of the locality	46	21	9	9	0	0
4	Frequent resign of trained preraks from the centre which is followed by delay to appoint new trained prerak	41	55	11	2	9	81
5	Problem of marketing products produced by beneficiaries	95	51	5	4	1	1
6	Inaccessibility of centres in most needed places particularly in tribal and coastal areas	99	24	4	7	-3	9
7	Lack of quality of goods produced by the centre	31	10	12	11	1	1
8	Lack of application of modern technology in the teaching learning process	68	25	8	6	2	4
9	Lack of various converging agencies to converge activities of various departments	120	4	2	14	-12	144
10	Non availability of Interest free loan system to beneficiaries	102	23	3	8	-5	25
11	Financial problem to make the trained knowledge into practice	132	65	1	1	0	0
12	Problems to attend the program of the centre	43	9	10	2	-2	4
13	Problems of equipments / furniture	29	6	13	13	0	0
14	Long duration of the course and difficulty to afford daily traveling cost.	13	11	14	10	4	16

Source: computed from field data

$$r_s = 1 - 6 \sum D^2 / n(n^2 - 1)$$

$$= 1 - 6 (298) / 14(14^2 - 1)$$

= 0.35

n= total number of items

df=n-2 = 14-2= 12

Level of significance at df 12= .506 at.05 level

Level of significance at df 12= .712 at.01 level

TABLE 4.5.4.3
SUGGESTIONS FOR QUALITY OF LIFE IMPROVEMENT PROGRAMS

Sl. No	Suggestions for IGP	Functionaries	Representatives	R1	R2	D	D ²
1	Find out new IGP areas and vocational based trainings based on the experiences from field realities of the locality	87	43	6	4	2	4
2	IGP should be powerful for achieving self earning employment, opportunity for the improvement of the existing employment and measures for economic development	83	46	7	3	4	16
3	Financial help for various IGP activities should be increased	132	76	1.5	1	0.5	0.25
4	Opportunities to gain new resources from the local field have to be developed	43	28	10	7	3	9
5	Material preparation should be based on local realities and experience	62	32	9	5	4	16
6	QLIP must organize more awareness programs, campaigns, Work shops, discussion etc. on current local issues of the masses	132	53	1.5	2	0.5	0.25
7	Ensure involvement of more no of organizations for QLIP activities.	104	31	3	6	-3	9
8	Modern audio-visual media, facilities and equipments should be used in the teaching learning process	68	25	8	8	0	0
9	Local government institutions must arrange facility to provide interest free loan system to beneficiaries	102	23	4	9	-5	25
10	Local government institutions must arrange programs to encourage and motivate local masses to participate and organize more QLIP activities by the centre.	99	21	5	10	-5	25

Source: computed from field data

$$\begin{aligned}
 r_s &= 1 - 6 \sum D^2 / n(n^2 - 1) \\
 &= 1 - 6 (104.5) / 10(10^2 - 1) \\
 &= 0.37 \\
 n &= \text{total number of items} \\
 df &= n - 2 = 10 - 2 = 8 \\
 \text{Level of significance at } df \ 8 &= .643 \text{ at } .05 \text{ level} \\
 \text{Level of significance at } df \ 8 &= .833 \text{ at } .01 \text{ level}
 \end{aligned}$$

Table 4.5.4.3 (Suggestions for Quality of Life Improvement Programs), deals with the suggestions given by responders for improving the quality of life improvement programs organized by the centre. It shows that various suggestions have been put forth by respondents to improve the QLIP. The responders were free to provide many responses. So there were multiple responses. To study the relation between responses of functionaries and representatives Spearman's rank correlation coefficient have used. The value of r is computed as $r = 0.37$ which is positive and significant at .05 (.643) and not significant at .01(.833) level. The conclusion emerges from the above analysis is that a positive correlation exists in between the responses of functionaries and local self government representatives regarding suggestion to QLIP activities which is positive and significant at .05 (.643) and not significant at .01(.833) levels.

4.5.5. Individual Interest Promotion Programs (IIPP)

The IIPP aims to promote and improve individual interest, life style and quality by providing learning experiences in –social, culture, economic and spiritual activities of their interest. It covers all categories of people such as children, youth, adolescents, adults, women and elderly people. For achieving its objectives CECs formulated various groups and circles. The study found that these groups were not formed or not functioning in 3% centres. The number and size of these groups varies from centre to centre. These classes were organized by resource persons/ special trained teachers. Individuals having interest and specific skills were identified and invited into the centre. Centres or any other collaborating agencies were arranged to provide infrastructural facilities, equipments and some required materials.

It can be noticed from table 4.5.5.1 (Kinds of IIPP programmes) that 100% centres have organized seminars, awareness classes and camps. This and other IIPP explained by centres have summarized in table - 4.5.5.1 (Kinds of IIPP programs).

Table - 4.5.5.1
KINDS OF IIPP PROGRAMMES

SL.No	Kinds of programmes	Frequency	%
1	Yoga classes	36	27.27
2	Seminars, awareness classes and camps	132	100.00
3	Tournaments camps, study tours etc	26	19.70
4	Engaged in interesting activities like tailoring, fabric and other painting, umbrella making, needlework, agriculture, preparation of school bags, Handicrafts, preparation of snacks, jams and other food packets	130	98.48
5	Coaching classes and competitions for different handicrafts, sports and Athletics, Dance/music/Drama/	121	91.67
6	Counseling classes for all category of people of the locality	61	46.21
7	Tuition classes for school children	103	78.03
8	Debate, picture drawing, reading competition, quiz competition for children/women in general knowledge and current affairs	83	62.88
9	Computer training	46	34.85
10	Balavedi, teenage circle, , adolescent circle, mens and women circle, old age circle, male and female club neighborhood family (kudumbasree), Self Help Group etc.	102	77.27
11	Career guidance and coaching classes for PSC examinations	46	34.85

Source: computed from field data

Table 4.5.5.2, deals with the problems of IIPP given by functionaries and representatives. Responders were free to provide many responses. The relation between the responses of the groups has studied Spearman's Rank Co-efficient of Correlation. It can be seen from the table that the value of r is computed as $r = 0.88$, which is positive and

significant both at .05 (.600) level and .01 (.783) level. The conclusion emerges from the above analysis is that a strong positive significant correlation exists in between the responses of functionaries and local self government representatives regarding problems of IIPP.

Table 4.5.5.2
PROBLEMS OF IIPP

SLNo	Problems of IIPP	Functionaries	Representatives	R1	R2	D	D ²
1	Lack of adequate funds during the most required time	132	198	1	1	0	0
2	Inability of the programme to find out and improve inner abilities and creativity of the individual of locality	6	4	11	10.5	0.5	0.25
3	Lack of quality of IIPP training organized by the centre	10	4	10	10.5	-0.5	0.25
4	Lack of required number of programs	56	29	3.5	4	-0.5	0.25
5	Unsuitable programs and materials used in training	34	21	7	7	0	0
6	Lack of support from the public of the locality	53	25	5	5	0	0
7	Lack of required resources	72	36	2	3	-1	1
8	Lack of organizations and clubs of dedicated and selfless youth to work for IIPP of the centre	24	8	9	8	1	1
9	Problems of modern training equipments and materials.	56	23	3.5	6	-2.5	6.25
10	Lack resource person from locality to train the people in various IIPP of the centre	27	7	8	9	-1	1
11	Frequent resign of trained preraks from the centre	41	55	6	2	4	16

Source: computed from field data

$$D = R1 - R2$$

$$\sum D^2 = \sum (R1 - R2)^2$$

$$rs = 1 - 6 \sum D^2 / n(n^2 - 1)$$

$$= 1 - 6 (26) / 11(11^2 - 1)$$

$$= 0.88$$

n = total number of items

$$df=n-2 = 11-2= 9$$

Level of significance at df 9= .600 at.05 level

Level of significance at df 9= .783 at.01 level

Table- 4.5.5.4
SUGGESTIONS FOR IIPP

SLNo	Suggestions	Functionaries	Representative	R1	R2	D	D ²
1	Find out new IIPP areas based on the experiences from field realities, socio economic issues, and life style of the masses of the locality	111	42	4	5	-1	1
2	Make available to get adequate funds during the most required time	132	44	1.5	4	-2.5	6.25
3	While promoting individual interests, IIPP should be powerful for improving inner abilities and creativity of the individual	98	21	5	8	-3	9
4	Form clubs of dedicated and selfless youth to fight during emergency, protection of down trodden and poor, to fight against liquor and other social evil, and to encourage charitable activities	52	4	8	9.5	-1.5	2.25
5	Improve the quality of IIPP of the centre with better equipments and trained instructors and audio-visual media	128	54	3	2	1	1
6	Frequently organize more number of programs targeting the special requirement and needs of the locality	132	56	1.5	1	0.5	0.25
7	Make use of the economic and resource support of various organizations working for encouragement of socio-cultural and religious integration and upliftment	71	46	6	3	3	9
8	Material preparation should be based on local realities and experience	53	24	7	6	1	1
9	Opportunities to gain new resources from the local field have to be developed	42	23	9	7	2	4
10	Provision should be established to encourage and motivate masses to engage in IIPP of the centre	40	4	10	9.5	0.5	0.25

Source: Computed from the field data

$$D = R_1 - R_2$$

$$\sum D^2 = \sum (R_1 - R_2)^2$$

$$rs = 1 - 6 \sum D^2 / n(n^2 - 1)$$

$$= 1-6 (34)/14(14^{2-1})$$

$$= 0.79$$

n= total number of items

$$df=n-2 = 10-2=$$

Level of significance at df 8= .643 at.05 level

Level of significance at df 8= .833 at.01 level

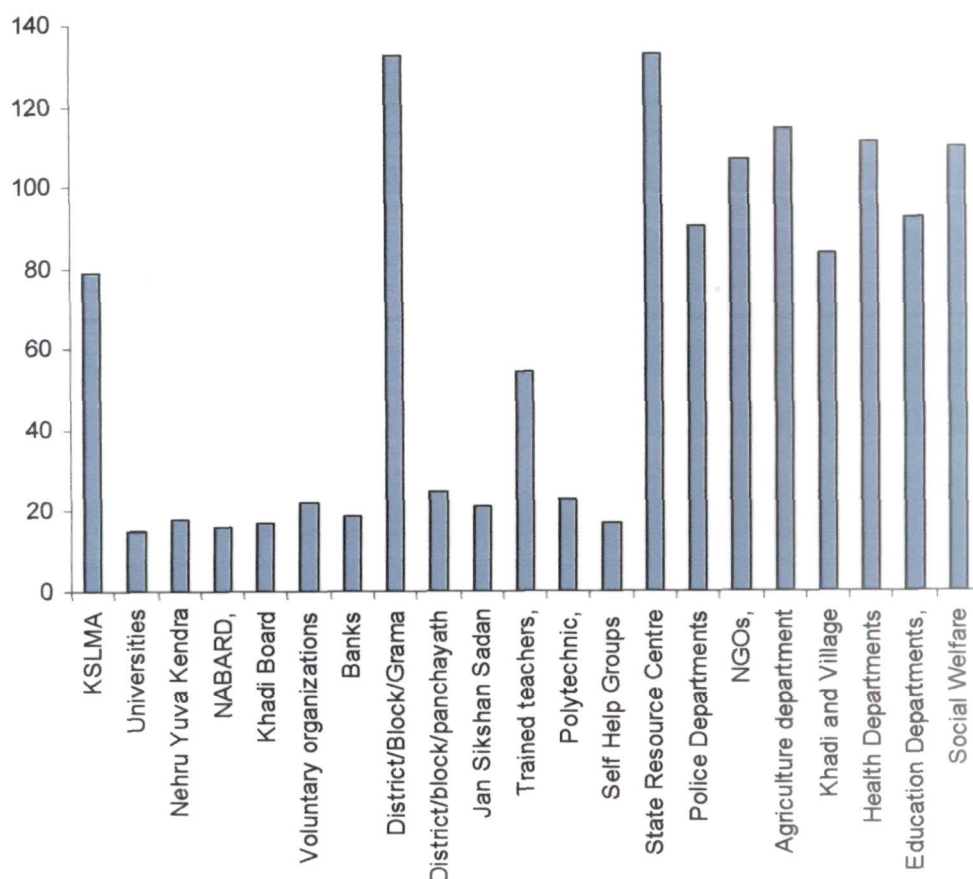
Table 4.5.5.3, discuss on the problems of IIPP given by functionaries and representatives. Responders were free to provide many responses. The correlation between the suggestions provided by representatives and functionaries has studied using Spearman's Rank Correlation Co-efficient. The value of r is computed as $r= 0.79$, which is positive and significant both at .05 (.643) level and .01 (.833) level. The conclusion emerges from the above analysis is that a positive significant correlation exists in between the responses of functionaries and local self government representatives regarding suggestion given for improving IIPP of the centres.

Table - 4.5.6.0
AGENCIES COLLABORATED WITH CECS FOR ITS PROGRAMMES

Sl.No	Agencies engaged	Frequency	%
1	KSLMA	79	59.85
2	Universities	15	11.36
3	Nehru Yuva Kendra	18	13.64
4	NABARD,	16	12.12
5	Khadi Board	17	12.88
6	Voluntary organizations	22	16.67
7	Banks	19	14.39
8	District/Block/Grama Panchayats	132	100.00
9	District/block/panchayath Saksharatha Kendra	25	18.94
10	Jan Sikshan Sadan	21	15.91
11	Trained teachers	54	40.91
12	Polytechnic	23	17.42
13	Self Help Groups Members	17	12.88
14	State Resource Centre	132	100.00
15	Police Departments	90	68.18
16	NGOs	106	80.30
17	Agriculture department	114	86.36
18	Khadi and Village Industries	83	62.88
19	Health Departments	110	83.33
20	Education Departments	92	69.70
21	Social Welfare Department	109	82.58

Source: Computed from the field data

Diagram - 4.5.6.0
AGENCIES COLLABORATED WITH CECS FOR ITS PROGRAMMES



For organizing this programmes various departments or organization was collaborated with CECs. These agencies together with their percentage of involvement in various CEC activities are summarized in Table 4.5.6.0 and in diagram - 4.5.6.0 (Agencies collaborated with CECS for its programmes).

Duration of the classes depends on the kind of CEC activity organized by the centre. It varied from 1 hour to 2 year since some QLIP, IGP and IIPP activities are same. Generally it varied from 1 hour to 1 week

On enquiring about the strategies adopted by functionaries for developing awareness about Literacy classes, equivalency, QLIP, IGP, IIPP classes of the centres, the investigator came to the conclusion that new strategies derived from field realities helped to develop the self defeating behavior of common man and to develop a positive

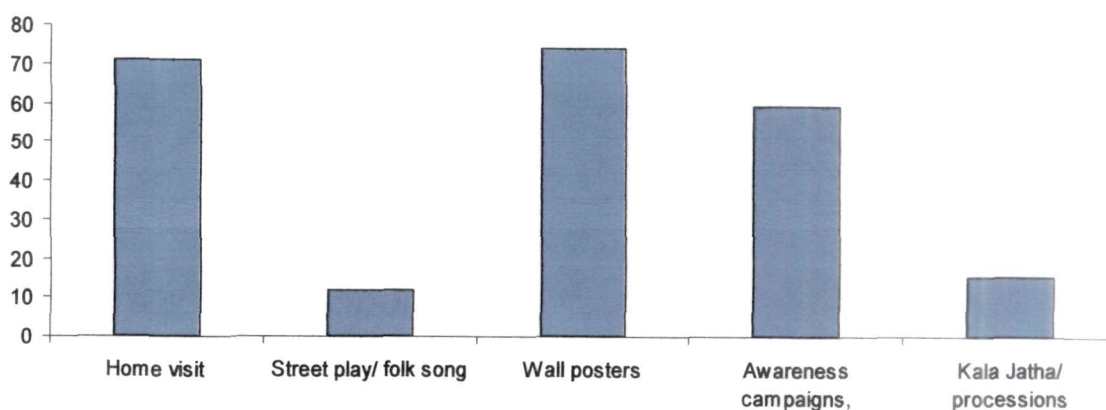
can to do attitude. The frequency of obtained answers to the above mentioned question is given in table 4.5.6.1. and in diagram 4.5.6.1 (Strategies adopted for developing awareness about programmes of CECs)

Table 4.5.6.1
STRATEGIES ADOPTED FOR DEVELOPING AWARENESS ABOUT
PROGRAMMES OF CECs

SLNo	Strategies in developing awareness among people	Frequency	%
1	Home visits by functionaries along with socially accepted local leaders from various fields	94	71.21
2	Street plays, folk songs and dances to motivate learners according to the locally accepted ways	16	12.12
3	Wall posters	97	73.48
4	Awareness campaigns	78	59.09
5	Kala Jatha/ processions	20	15.15

Source: Computed from field data

Diagram 4.5.6.1
STRATEGIES ADOPTED FOR DEVELOPING AWARENESS ABOUT
PROGRAMMES OF CECs



When asked about the class duration and number of class days and the duration of the training classes of learners, 79.24% functionaries reported that it works on 2-3 days per week, 47.73% cleared that classes was opened only one day (generally, Sunday) in a week, where as 3.03 % opinioned that class was conducted according to the convenience of both functionaries and learners without having any fixed days. The duration of the class hours varies from 1.30 to 2.30 hours usually held in between 3 and 5 pm in most of

the centres. These figures with percentages had given in table 4.5.6.2, and also shown with Diagram-4.5.6.2. (Duration and number of class days)

Table 4.5.6.2
DURATION AND NUMBER OF CLASS DAYS

Sl. No	Class Duration	Frequency	%
1	2-3 days in a week	65	79.24
2	2-3 hours in a week	63	47.73
3	Convenient days and time	4	3.03

Source: computed from field data

Diagram-4.5.6.2
DURATION AND NUMBER OF CLASS DAYS

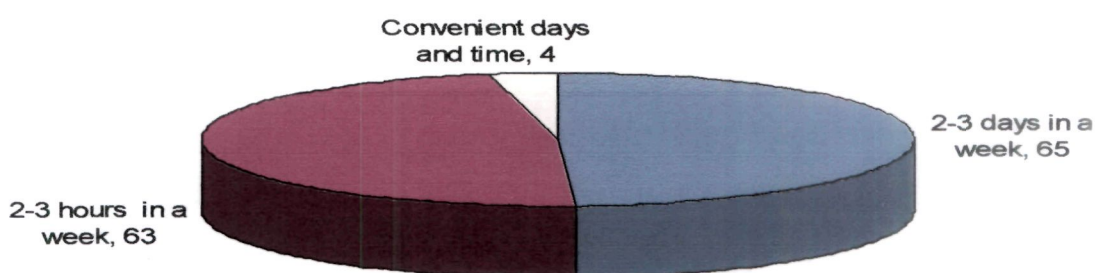
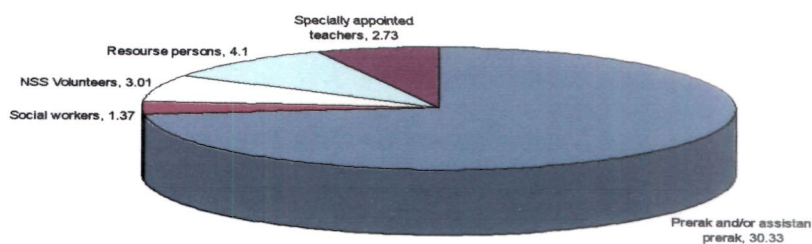


Table 4.5.6.3
CEC CLASSES CONDUCTED BY

Sl.No	Classes Conducted by	Frequency	Percentage
1	Prerak and/or assistant prerak	111	30.33
2	Social workers	5	1.37
3	NSS Volunteers	11	3.01
4	Resource persons	15	4.10
5	Specially appointed teachers	10	2.73

Source: computed from field data

DIAGRAM- 4.5.6.3
CEC CLASSES CONDUCTED BY



It can be observed from table 4.5.6.3 and diagram 4.5.6.3 (CEC classes conducted by) that 30.33% of the samples of the study CEC classes were conducted by the Preraks and Assistant Preraks. In 2.73% centres literacy classes were held by specially appointed teachers. Where as, 3.01% opined that NSS Volunteers and 1.37% social workers engaged classes of the centres. The group discussion with beneficiaries disclosed that besides functionaries of the centre some of the learners were also taught by their family members.

4.5.6 Innovative Continuing Education Programs of The Districts

4.5.6.1 Complete Primary Education Programme

Attainment of complete primary education to all in the state within the age group of 18 to 50 within 2012 is the aim of the state government and KSLMA. So KSLMA encourages the literacy workers, local government institutions, NGO's and various non-formal education agencies to take up it as their responsibility. As a success of those encouragements various primary education projects has been recently coming out from various parts of the state. The districts which are selected by the investigator were also have undertaken some of those projects. Few examples are given below.

4.5.6.2 Jyothirgamaya

Nilampur Grama Panchayath of Malappuram District decided to attain equivalency equal to IV standard to all citizens with in the age group of 15-50 in its locality. A detailed survey regarding the present literacy, health and socio-economic status was conducted with the help of 2700 well trained volunteers. A team of volunteers was formed. The survey brought out information regarding 800 illiterates and 700 drop outs that had left school before completing IV standard. Thus an innovative project named 'Jyothirgamaya' which means "leading from darkness to light" was introduced with the support of Kerala State Literacy Mission. With full support of the enthusiasm and integrity of the youth participating in the total primary education campaign. the project was successfully implemented. 400 trained facilitators satisfactorily involved in the activity of teaching at least 2 hours in each centre. For planning and monitoring the programme two committees namely, academic and organizing committees were formed. 150 centres at different areas of the panchayath consisting public reading rooms, anganwadis, madrasas, schools and houses of the learners was selected. A seven member

committee to monitor the activities of the centre and a centre based committee for the benefit of each learning centre was also formed. Co-operative learning methods emphasizing group activities and games were adopted. A video CD was developed that gave information about the project and gives an overview of the culture and rhythm of life of the common people of the locality before and after the introduction of the project.

4.5.6.3 Chedana

It was during the period 2005-2006, as part of the Kerala Development Project. Chelembra Gram Panchayath successfully implemented a total primary education campaign named as 'Chedana'. Its objective was achieving basic literacy equal to IV standard to all its citizens in the age group of 15-50. Using the academic support of District Literacy Mission and CECs, Grama panchayath spend Rs. 3 lack for this project. As first stage of the project a three days survey called 'chuvaduvu' was conducted and it identified 758 beneficiaries. It was followed by 'Chamayam' which is an awareness campaign. The tired phase is known as 'Chalanam' through which health check ups, vocational training, counseling and distribution of prosthesis to the physically challenged were organised. The equivalency 4th standard books provided by KSLMA were taught by preraks and trained instructors through 15 study centres spreading in different part of the panchayath. Totally there where 512 registered beneficiaries who regularly attend the classes, and 334 learners who were appeared in the exam which was conducted on may 12th, 2007, by District Literacy Mission according to the guidelines of Kerala State Literacy Mission Authority.

4.5.6.4 Total Primary Education Programme Purappuzha, Idukki

This programme was initiated with the suggestion of KSLMA which aimed to provide education to all members of the district up to 4th Class. The inspiration behind this programme was the successful implementation of the project in some panchayaths of Malappuram and Kannur District. As initiation the project was completed by purappuzha Grama Panchayaths of Thodupuzha Block. Through these programme 177 persons of the locality acquired lower primary (up to slandered 4) education. The successful completion of the programme helped to extend it to another grama Panchayaths.

4.5.6.5 Moksham

The lessons obtained from the experiences of a large number of unwedded mothers, abandoned women and widows inspired the DLM to establish a project called 'moksham'. Its aim was to eradicate early marriages, provide better married life and to give enough confidence and courage for solving day today problems, encouraging creativity and help them to increase their status by bringing desirable change in their knowledge and skill. So, all NCECs of the Districts are upgraded as counseling centres to give counseling to adolescent girls as part of this project. Thus, totally the district conducted 446 teaching classes and 1397 individual counseling.

4.5.6.6 Aksharadeepam Project

Aksharadeepam Project is a rapid total literacy campaign aimed to eradicate illiteracy from the inhabitants of Wayanadu districts especially from the Primitive Tribal. Through this project DLM conducted 1864 classes using the help of 1552 learners and with the support of DIET, SC/ST Departments, Local Self Government, Canara Bank and NGO's, it was able to pool Rs. 38,65,000 for the implementation of the project.

4.5.6.7 Aksharajwala Project

It aims to provide complete primary education to all who acquired literacy through Aksharadeepam literacy project of wayanadu District. It mainly concentrates on Scheduled Castes, Scheduled Tribes and Other Backward Communities. It aims to make Wayanadu a complete primary educated district by 2010 and is fully funded by Local self governmental institutes. With a targeted 52116, learners and proposed 1856, centres, it anticipated an expenditure of Rs.9641460. Various agencies such as local self governmental institutes, SC/ST Departments, Kudumbashree Mission, State Resource Centre- Kerala, KSLMA and NGOs collaborated with DLM for this project.

4.5.6.8 Santhanam

The findings of one prerak called fathima of Pozhuthana Grama Panchayath. CEC. from various field studies finally resulted in the introduction of a special project called Santhanam for abandoned women by Pozhuthana Grama Panchayath of wayanadu district. While conducting a survey for Aksharadeepam project introduced for eradicating illiteracy from the Wayanad District, special attention was given to find out the population of abandoned women of Pozhuthana Grama Panchayath.. Thus the aksharadeepam instructors found out 756 abandoned women who were abanded by their

husband due to *Gudalloor marriage*. It is an easy marriage arranged by a broker without dowry and much financial burden to the family. But the relationship existed only for a little time, even though they are not divorced. So, the wife waits for long time to meet the rarely visiting husband or dreaming about the one or two time visited husband with or without the burden of children and others contributed by him. When the district officer identified the problem he made attempt to bring it into the public notice with the help of visual and verbal Medias. The next step was creating a suitable atmosphere. There for local and religious leaders were invited. A get together of abandoned women were conducted. Group and individual counseling also conducted for them. SRC Kerala, Canara bank, Pozhuthana Grama Panchayath, various NGOs were the agencies associated with this programme. Through this programme DLM Wayanadu attempted to educate these women to overcome their inferiority complex and to provide opportunity to find out any suitable employment. As a result now many of these women have developed to overcome their inferiority complex, self sufficient and to take an oath that never come a faith like them to their daughters.

4.5.6.9 Souhrudam

Wayanad district of Kerala is notorious with the highest rate of suicide particularly among marginalized farmers. When it was identified DLM Wayanadu conducted a special programme for them called *Souhrudam*, it was a mental literacy programme for farmers. As an initiation step the district literacy mission conducted 11 meetings and was able to participate in 616 farmers in those meetings. The DLM identified that lack of communication, friendshiplessness, lack of collectiveness, and less tolerance level to frustrate etc are some of the factors that leads to the problem. So 342 individual counseling were organized in association with various departments such as SRC Kerala, Agricultural Departments, Social Welfare Department, Grama Panchayaths, District Medical Office, and KSLMA. It was followed by various programmes to eradicate these problems.

4.5.6.10 Information Services Awareness Programme

In Idukki district it was jointly conducted by state information commission and literacy mission. Its third stage was inaugurated by the District information commissioner V.V Giri, initiated in 2nd November at Jilla panchayath conference hall of Idukki district

that was intended for panchayath level resource persons. Law, history, content, powers, responsibilities, complaints, appeals, information etc were the topic covered by programme. The committee organised joint level meeting at block level and decided to organize awareness programme through CEC.

4.5.6.11 District Computer and Industrial Training Institute, Idukki

District computer and industrial training institute, an affiliated institute of Human Resource Development, Government of India, is working in Idukki district with campuses in 10 places namely Kuyilimala, Munnar, Rajakkad, Mundiyyoruma, Kamakshi, Ellakkal, Upputhara, Rajakumari, Rajamudi and Kuttar. These centers are functioning since last 10 years with more than 350 students in each year. This institute helped to find out jobs to more than 2000 students in various sections and departments. It conducts courses in Tally, Computer Application, Aluminum Fabrication, Computer Hardware Maintenance etc. In each year admission will be conducted on the month of June-July. S.S. L.C is the minimum required qualification for these courses.

4.5.6.12 Open Distance Learning Programme of DLM, Idukki

This project was recently recognized as an Open distance learning Programme which was introduced with the help of commonwealth of learning for establishing professional touch in the working areas of the continuing education programme workers of Idukki District.

4.5.6.13 Gandhiji Central School – Shandigramme

A CBSE central school named 'Gandhiji Central School' was established in Shandigramme of Idukki Jilla panchayath as a joint institution of District panchayath and literacy mission. It was aimed to provide quality education to the children of local people of the locality. There are 600 children and it provides employment to 35 educated youth of the locality.

4.5.6.14 'Haritham' of Vanmala Village

The initiation of a farmer friendly village in Vanmala, near by Ashtamudi lake of result of the dedicated works of a preraak, namely, Sri K.B Vasantha Kumar. As part of the IGP activities the preraak of CEC Vanmala, identified the importance of a self employment project i.e., preparation of organic manure from coir pith. This industrial waste of coir is abundant in these regions and which is one of the major environment

polluter. When prerak convinced the importance of the project to the State Resource Centre, Kerala, they were ready to form a joint project for the preparation of organic manure from coir pith. Krishi Vigyan Kendra- Tallior also joined with them. Authorities of Krishi Vigyan Kendra- Tallior suggested a solution to this problem and that was undertaken by Vanmala CEC with all logistic help from SRC, Kerala. A group was selected and society was formed with members from CEC preraks, social workers and Panchayath representatives to implement the project called 'Haritham'. Haritham has enormous capacity to preserve water of the soil and is widely used for indoor and plantation cultivation. Thus the project helped to provide employment to a group of people, income to CEC through marketing the product and conversion of the huge masses industrial waste into the organic manure.

4.5.6.15 Brail Literacy, Equivalency and Vocational Training for Blinds

With the intention of leading the blind from the darkness of blindness to the light of letters, the District Literacy Mission, Malappuram introduced a new programme called 'the brail literacy programme' with the financial support from the plan fund of District Pachyath. Some Government and non-governmental agencies were the eye-opener to the project. The targeted population of the programme was all blinds in the district within the age group of 15-50. As an initiation process the static's of all blind person in the district was collected. Totally they found out 944 persons. Eye testing camp and awareness programme were organized for them. In January 2005 totally fifteen study centres were opened covering all block panchayaths, head quarters and selected municipalities of the district with well trained blind instructors to provide training to 300 persons out of the target population. Forming locale committees of learners, bringing learners to the centre and arrangement of classes were the responsibilities of selected Preraks. Average attendants of the learners were 200 per day. Earnest attempts made by public workers to bring the learners to the centre and to give refreshment to the learners were one of the important factor lead to the successful implementation of the project in the district.

In the second phase of the project with full financial support from DLM Malappuram, the equivalency 4th standard was organized for 70 registered learners of the district. As in the first phase, 15 study centres were arranged covering all areas of the district. Experts in brail writing were assigned the duty of conducting classes. Besides.

equivalency subjects and general knowledge were taught by preraks and the duty of organizing classes were given to NCEC preraks. Connecting equivalency project with various kinds of vocational training with technical support of JSS, Malappuram and one day mobility –training with support of the Kerala Federation of Blind, Nilabur Teak Musium , classes for learners were arranged. Its aim was helping them to attain self sufficiency in their life and promote their creative talents.

4.5.6.16 The Litigation Free Village of Thichoor

Uneventful meeting under the auspicious of Kerala State Legal Society gave a Prerak named soudamini, an active field worker, opportunity to become the invitee to attend a meeting of KSLSA Activity. Her positive attitude inspired her to strengthen and reform an accidentally emerged idea in the meeting to the formation of a litigation free village. So, she approached 'Jananeedi' a voluntary organization established for promoting action on legal awareness. Through a series of meetings a committee and its sub committees were formed to bring out the idea into practice. A plan of action for the strategy also developed. The members of committee met people from all walks of life. The president of Varavoor Grama Panchayath chaired the executive committee and Soudamini was made the General Convener. Based on the one day survey conducted with the help of local volunteers, 54 students of Government Law College, Thrissur, visited 250 houses of Thichoor village and collected details of disputes of different grades of intensity and sorted the data into various categories. They include disputes pending to be decided in law court to minor quarrels between individuals.

Using the help of trained volunteers and law students the panchayath and CEC organized several counseling classes for the public. A right environment to settle disputes in a cordiality atmosphere was also generated by social workers and 264 files were examined. There were a number of advocates and retired judges to provide the final decision. Thus on 7th may 2000 Thichoor was declared as a litigation free village.

4.6. STUDY OF VIEWS ABOUT CONTRIBUTION PROVIDED BY REPRESENTATIVES

The 4th and 5th objectives of the study are respectively to find out the expected roles of local self governments in Continuing Education Centre and to find out the contribution of local self governmental representatives in Continuing Education Centres.

So, separate information inventory was distributed and based on that Chi-square values were computed for analyzing the responses of representatives and functionaries. Chi-square value was used for the purpose of studying each item for its utility that is to see whether each item of the responses of representatives and functionaries is giving some significant information. The information inventory made for both representatives and functionaries have totally 98 questions which have divided into six parts under six different headings. Viz., Infrastructure and Support Function of the Centre, Literacy and Equivalency, IGP, QLIP, IIPP and Innovative Programs. Each part of this question is considered as separate items. So there are totally 98 items with a statement accompanied by 5 responses. These responses are Strongly Agree, Agree, Can't Say, Disagree and Strongly Disagree. Part first deals with contribution of representatives to infrastructural and support functions of the centre. With the intention of studying contribution of representatives to infrastructural facilities and support function of the centre 25 items were included in part first. Therefore, in part 1st 25 different Chi-Square values were computed with four degrees of freedom.

The information inventory for functionaries was distributed to 132 functionaries who have selected as sample of the study. Results of the Chi-square values for representatives are provided in table 4.6.1, with the serial order of the items in the inventory. It was found that no items in any of the part of the inventory have insignificant Chi-square values at .05 levels, i.e, below 9.488 and at .01 levels. i.e, below 13.277. The Chi-square values were found varying from 47.621 to 290.197 which denotes that functionaries have given specific trends towards the items of the inventory. These results indicate that functionaries opinioned that regarding infrastructural and support function of the centre, Literacy and Equivalency, IGP, QLIP, IIPP and innovative Programs representatives have made definite and specific views towards the items included in the inventory.

The Chi-square values for representatives are given in Table 4.6.2. The information inventory was administered to 264 representatives. The chi-square value for each statement was calculated separately. It was found varying from 20.182 to 290.197 which denotes that representatives have given specific trends towards the items of the inventory. Here also, out of the total statements none statements were found to have chi-

squire values which are insignificant at .05 level and insignificant at .01 level. i.e, below 9.488 and above 13.277. From this it can be concluded that representatives have shown specific trends towards their views to the provided contribution for the centres.

TABLE 4.6.1
Chi-square test for CEC Functionaries
(No. of functionaries=132)

SL. No	Frequency of response					Chi-square Value	Significance level	
	SA	A	CS	D	SD		.05	.01
Infrastructural facilities and support functions of the centre								
1	11	39	5	54	23	61.636	Significant	Significant
2	4	104	4	17	3	290.197	Significant	Significant
3	13	79	2	33	5	153.152	Significant	Significant
4	14	72	8	29	9	109.136	Significant	Significant
5	16	77	4	32	3	142.015	Significant	Significant
6	12	45	5	42	28	47.621	Significant	Significant
7	16	28	5	75	8	123.833	Significant	Significant
8	5	78	5	38	6	156.409	Significant	Significant
9	36	88	0	6	2	143.152	Significant	Significant
10	27	46	11	45	3	57.394	Significant	Significant
11	18	47	7	45	15	51.030	Significant	Significant
12	35	49	8	32	8	48.985	Significant	Significant
13	49	50	5	27	1	82.242	Significant	Significant
14	39	67	4	19	3	110.273	Significant	Significant
15	9	31	6	63	23	79.212	Significant	Significant
16	17	42	6	57	10	73.985	Significant	Significant
17	15	60	5	43	9	86.939	Significant	Significant
18	31	59	6	34	2	81.561	Significant	Significant
19	8	25	8	51	40	55.652	Significant	Significant
20	9	23	5	76	19	124.515	Significant	Significant
21	5	44	6	47	30	61.409	Significant	Significant
22	73	56	2	1	0	124.667	Significant	Significant
23	13	43	7	60	9	85.727	Significant	Significant
24	21	48	9	41	13	45.121	Significant	Significant
25	30	48	7	34	13	41.409	Significant	Significant
26	23	42	6	46	15	44.894	Significant	Significant
Literacy and equivalency								
27	86	25	0	19	2	122.121	Significant	Significant
28	90	29	0	7	6	141.515	Significant	Significant
29	4	18	3	80	27	151.258	Significant	Significant
30	86	25	0	19	2	122.121	Significant	Significant
31	86	15	0	27	4	121.515	Significant	Significant

32	2	9	0	36	85	128.788	Significant	Significant
33	2	5	0	23	102	200.182	Significant	Significant
34	20	21	0	48	43	20.182	Significant	Significant
35	52	48	0	27	5	42.606	Significant	Significant
36	4	63	4	31	30	90.045	Significant	Significant
37	37	69	0	15	11	64.242	Significant	Significant
38	35	54	0	38	5	38.000	Significant	Significant
39	4	41	3	72	12	134.439	Significant	Significant
40	3	3	0	108	18	231.818	Significant	Significant
41	32	89	3	3	5	75.455	Significant	Significant
42	2	20	0	69	41	119.576	Significant	Significant

Income Generating Programs

43	28	59	6	24	15	55.955	Significant	Significant
44	16	58	6	36	16	75.273	Significant	Significant
45	14	52	6	45	15	55.424	Significant	Significant
46	15	62	6	32	17	50.348	Significant	Significant
47	17	60	6	31	18	52.697	Significant	Significant
48	17	61	7	30	17	58.606	Significant	Significant
49	15	60	6	37	14	61.409	Significant	Significant
50	6	33	4	64	25	65.576	Significant	Significant
51	22	38	6	57	9	72.091	Significant	Significant
52	15	69	6	30	12	31.106	Significant	Significant
53	13	43	7	60	9	72.091	Significant	Significant
54	21	48	9	41	13	31.106	Significant	Significant
55	30	48	7	34	13	68.985	Significant	Significant
56	23	42	6	46	15	40.121	Significant	Significant

Quality of Life Improvement Programmes

57	20	59	8	21	24	55.955	Significant	Significant
58	15	62	5	33	17	75.273	Significant	Significant
59	17	57	7	31	20	55.424	Significant	Significant
60	16	52	7	38	19	50.348	Significant	Significant
61	19	57	8	29	19	52.697	Significant	Significant
62	16	58	8	32	18	58.606	Significant	Significant
63	17	59	6	30	20	61.409	Significant	Significant
64	21	61	6	27	17	65.576	Significant	Significant
65	15	28	7	63	19	72.091	Significant	Significant
66	15	57	6	40	14	68.985	Significant	Significant
67	14	41	5	55	17	65.576	Significant	Significant
68	17	43	7	46	19	35.879	Significant	Significant
69	19	53	6	39	15	55.576	Significant	Significant
70	21	39	5	46	21	40.121	Significant	Significant

Individual Interest Promotion Programs

71	20	41	6	46	19	42.015	Significant	Significant
72	18	65	5	33	11	87.091	Significant	Significant
73	21	51	8	32	20	39.591	Significant	Significant
74	18	55	6	37	16	57.773	Significant	Significant

75	16	59	7	33	17	63.606	Significant	Significant
76	15	57	7	34	19	58.909	Significant	Significant
77	19	56	7	34	16	55.803	Significant	Significant
78	20	60	8	29	15	62.318	Significant	Significant
79	13	29	9	64	17	75.424	Significant	Significant
80	18	52	8	36	18	75.424	Significant	Significant
81	11	46	7	46	22	23.076	Significant	Significant
82	14	43	5	55	15	46.485	Significant	Significant
83	14	57	8	35	18	59.591	Significant	Significant
84	14	41	6	48	23	47.773	Significant	Significant
Innovative Programs								
85	40	82	2	5	3	184.742	Significant	Significant
86	48	44	3	22	15	55.803	Significant	Significant
87	28	67	3	21	13	91.182	Significant	Significant
88	31	85	4	8	4	181.712	Significant	Significant
89	25	79	4	18	6	142.318	Significant	Significant
90	24	68	4	23	13	92.015	Significant	Significant
91	33	73	4	13	9	121.182	Significant	Significant
92	29	71	4	16	12	106.561	Significant	Significant
93	26	69	5	21	11	96.182	Significant	Significant
94	22	76	4	19	11	123.985	Significant	Significant
95	23	57	5	23	24	53.909	Significant	Significant
96	21	64	5	24	18	74.894	Significant	Significant
97	24	64	5	19	20	74.742	Significant	Significant
98	23	65	6	22	16	77.470	Significant	Significant

TABLE 4.6.2
Chi-square test for Representatives
(No. of Representatives=264)

SL No	Frequency of response					Chi-squire Value	Significance level	
	SA	A	CS	D	SD		.05	.01
Infrastructural facilities and support functions of the centre								
1	32	94	109	23	6	158.46	Significant	Significant
2	12	99	88	49	16	121.34	Significant	Significant
3	13	103	84	46	18	119.98	Significant	Significant
4	9	113	73	48	21	132.29	Significant	Significant
5	14	104	88	42	16	129.48	Significant	Significant
6	13	102	94	40	15	138.16	Significant	Significant
7	12	97	98	43	14	137.55	Significant	Significant
8	21	93	130	18	2	234.45	Significant	Significant
9	2	17	127	95	23	238.84	Significant	Significant
10	51	69	100	39	5	97.67	Significant	Significant
11	30	69	110	47	8	227.97	Significant	Significant
12	14	58	107	69	16	115.28	Significant	Significant
13	13	67	121	52	11	155.02	Significant	Significant
14	17	69	128	40	10	174.14	Significant	Significant
15	16	54	119	65	10	146.19	Significant	Significant
16	32	94	109	23	6	158.4621	Significant	Significant
17	12	99	88	49	16	121.3409	Significant	Significant
18	13	103	85	45	18	121.4545	Significant	Significant
19	12	97	98	43	14	137.553	Significant	Significant
20	14	104	88	42	16	129.4848	Significant	Significant
21	13	102	94	40	15	138.1591	Significant	Significant
22	12	97	98	43	14	137.553	Significant	Significant
23	21	93	130	18	2	234.447	Significant	Significant
24	5	19	124	96	20	216.6439	Significant	Significant
25	50	71	99	38	6	92.47727	Significant	Significant

26	29	71	110	47	7	119.3333	Significant	Significant
Literacy and Equivalency								
27	20	104	95	37	8	146.4924	Significant	Significant
28	8	65	82	60	49	58.23485	Significant	Significant
29	44	46	90	76	8	76.75758	Significant	Significant
30	2	34	129	89	10	225.053	Significant	Significant
31	1	12	2	179	70	438.4621	Significant	Significant
32	6	104	42	97	15	157.4015	Significant	Significant
33	12	38	137	47	30	180.4318	Significant	Significant
34	3	17	100	96	48	149.2197	Significant	Significant
35	39	93	108	18	6	156.3409	Significant	Significant
36	13	34	99	103	15	151.9091	Significant	Significant
37	23	85	100	44	12	111.6439	Significant	Significant
38	57	32	116	54	5	127.4773	Significant	Significant
39	11	27	102	106	18	168.0833	Significant	Significant
40	35	53	101	63	12	83.5	Significant	Significant
41	47	59	120	34	4	138.6894	Significant	Significant
42	58	81	87	30	8	85.58333	Significant	Significant
Income Generating Programs								
43	26	94	115	21	8	176.189	Significant	Significant
44	11	105	81	54	13	129.788	Significant	Significant
45	9	100	91	42	22	126.341	Significant	Significant
46	12	109	75	50	18	123.765	Significant	Significant
47	17	99	92	39	17	121.682	Significant	Significant
48	16	98	99	42	9	143.311	Significant	Significant
49	15	94	102	41	12	139.220	Significant	Significant
50	17	96	112	28	11	170.735	Significant	Significant
51	23	95	127	17	2	227.970	Significant	Significant
52	5	39	100	69	51	94.106	Significant	Significant
53	2	24	120	96	22	203.424	Significant	Significant
54	49	71	104	36	4	106.644	Significant	Significant
55	30	69	110	47	8	116.303	Significant	Significant
56	14	58	107	69	16	115.280	Significant	Significant
Quality of Life Improvement Programmes								
57	18	63	99	63	21	55.955	Significant	Significant
58	22	87	88	48	19	75.273	Significant	Significant
59	21	72	100	50	21	55.424	Significant	Significant
60	21	69	96	59	19	50.348	Significant	Significant
61	18	81	98	49	18	52.697	Significant	Significant
62	22	74	91	56	21	58.606	Significant	Significant
63	24	66	102	54	18	61.409	Significant	Significant
64	17	83	96	49	19	65.576	Significant	Significant
65	17	37	87	102	21	72.091	Significant	Significant
66	20	58	101	66	19	68.985	Significant	Significant

67	15	50	97	76	26	65.576	Significant	Significant
68	19	66	89	72	18	35.879	Significant	Significant
69	19	77	95	58	15	55.576	Significant	Significant
70	14	55	99	77	19	40.121	Significant	Significant
Individual Interest Promotion Programs								
71	18	63	99	63	21	42.015	Significant	Significant
72	22	87	88	48	19	87.091	Significant	Significant
73	21	72	100	50	21	39.591	Significant	Significant
74	21	69	96	59	19	57.773	Significant	Significant
75	18	81	98	49	18	63.606	Significant	Significant
76	22	74	91	56	21	58.909	Significant	Significant
77	24	66	102	54	18	55.803	Significant	Significant
78	17	83	96	49	19	62.318	Significant	Significant
79	17	37	87	102	21	75.424	Significant	Significant
80	20	58	101	66	19	75.424	Significant	Significant
81	15	50	97	76	26	23.076	Significant	Significant
82	19	66	89	72	18	46.485	Significant	Significant
83	19	77	95	58	15	59.591	Significant	Significant
84	14	55	99	77	19	47.773	Significant	Significant
Innovative Programs								
85	17	99	89	38	21	184.742	Significant	Significant
86	22	68	93	57	24	55.803	Significant	Significant
87	18	68	104	57	17	91.182	Significant	Significant
88	21	74	99	55	15	181.712	Significant	Significant
89	22	72	93	56	21	142.318	Significant	Significant
90	19	60	95	66	24	92.015	Significant	Significant
91	23	80	94	42	25	121.182	Significant	Significant
92	17	65	90	49	43	106.561	Significant	Significant
93	23	65	99	60	17	96.182	Significant	Significant
94	18	78	95	50	23	123.985	Significant	Significant
95	20	76	94	51	23	53.909	Significant	Significant
96	19	88	98	42	17	74.894	Significant	Significant
97	17	99	89	38	21	74.742	Significant	Significant
98	22	68	93	57	24	77.470	Significant	Significant

4.6.3 STUDY OF DIFFERENCE BETWEEN RESPONSES OF REPRESENTATIVES AND FUNCTIONARIES

The investigator attempted to study the difference between the responses of representatives and functionaries. With this aim the mean score, standard deviations and standard error of mean for each statement were calculated separately. Since there were 98 statements, there were also 98 means, standard deviations and standard error of mean. Standard error of differences and 'Z' test was tested to measure the significance of difference between two means. So, there were also 98 standard error of differences and 98 different 'Z' values, for each statement. .05 levels were accepted as the level of significance to be measured. The obtained results have shown in table 4.6.3.

In table 4.6.3 the Z values for only 19 statements 2, 9, 10, 13, 14, 18, 22, 27, 28, 29, 30, 31, 32, 36, 38, 39, 41, 85 and 88 were found to be significant at .05 levels. It means that representatives and functionaries differ in their views about these statements only and the remaining statements they have the same view.

Thus the study found that only ten statements in parts related to Infrastructural facilities, literacy and equivalency, and innovative programmes of the centre, functionaries and representatives have different views about the contribution provided by representatives in CECs. In statements related to IGP, QLIP, and IIPP all 'Z' values were found insignificant indicating that functionaries and representatives have same view in all these statements.

In statement 2 representatives have greater mean score (3.16) in comparison to functionaries (2.33). It means that representatives agree to this view more strongly than functionaries. The same trend is following in statements 9, 10, 13, 14, 18, 22, 27, 28, 32 and 41.

Besides, in statement 29 functionaries have greater mean score (4.46) in comparison to representatives (3.16), which means that representatives agree to this less strongly than functionaries or functionaries agree to this statements more strongly than representatives. The same trend is following in statements 30, 31, 32, 36, 38, 39, 85 and 88.

Item No.	Functionaries			Representatives			Z Value	Level of significance 0.05
	Mean	Std. Deviation	Std. Error Mean	Mean	Std. Deviation	Std error Mean		
Infrastructural facilities								
1	3.30	1.29	0.11	3.47	0.90	0.06	0.42	Insignificant
2	2.33	0.82	0.07	3.16	0.98	0.06	2.29	significant
3	2.53	1.09	0.09	3.18	1.00	0.06	1.64	Insignificant
4	2.60	1.14	0.10	3.16	1.02	0.06	1.38	Insignificant
5	2.46	1.06	0.09	3.22	0.98	0.06	1.94	Insignificant
6	3.22	1.36	0.12	3.22	0.96	0.06	0.00	Insignificant
7	3.23	1.21	0.11	3.19	0.94	0.06	0.11	Insignificant
8	2.71	1.07	0.09	3.43	0.77	0.05	1.91	Insignificant
9	1.86	0.76	0.07	2.56	0.76	0.05	2.09	significant
10	2.63	1.21	0.11	3.47	1.02	0.06	2.06	Significant
11	2.94	1.31	0.11	2.55	0.77	0.05	0.98	Insignificant
12	2.46	1.28	0.11	2.94	0.97	0.06	1.16	Insignificant
13	2.10	1.14	0.10	3.07	0.90	0.06	2.48	significant
14	2.09	1.05	0.09	3.16	0.89	0.05	2.80	Significant
15	3.45	1.22	0.11	3.00	0.92	0.06	1.12	Insignificant
16	3.01	1.26	0.11	3.47	0.90	0.06	1.13	Insignificant
17	2.78	1.21	0.11	3.16	0.98	0.06	0.93	Insignificant
18	2.37	1.15	0.10	3.18	1.00	0.06	2.02	significant
19	3.68	1.26	0.11	3.19	0.94	0.06	1.20	Insignificant
20	3.55	1.14	0.10	3.22	0.98	0.06	0.83	Insignificant
21	3.40	1.27	0.11	3.22	0.96	0.06	0.44	Insignificant
22	1.48	0.57	0.05	3.19	0.94	0.06	5.21	significant
23	3.07	1.21	0.10	3.43	0.77	0.05	0.92	Insignificant
24	2.83	1.30	0.11	2.59	0.81	0.05	0.57	Insignificant
25	2.64	1.34	0.12	3.46	1.03	0.06	1.94	Insignificant
26	2.91	1.35	0.12	3.26	0.96	0.06	0.83	Insignificant
Literacy and equivalency								
27	1.68	1.13	0.10	3.34	0.92	0.06	4.23	Significant
28	1.85	1.32	0.11	2.71	1.12	0.07	2.01	Significant
29	4.46	0.92	0.08	3.16	1.11	0.07	3.38	Significant
30	4.65	0.80	0.07	2.73	0.76	0.05	5.63	Significant
31	3.54	1.45	0.13	1.84	0.68	0.04	4.12	Significant
32	2.13	1.24	0.11	2.96	1.04	0.06	2.00	Significant
33	2.20	1.21	0.11	2.83	0.97	0.06	1.56	Insignificant
34	2.42	1.26	0.11	2.36	0.89	0.05	0.16	Insignificant
35	3.36	1.11	0.10	3.53	0.91	0.06	0.46	Insignificant
36	4.02	0.66	0.06	2.72	0.93	0.06	3.83	Significant
37	3.96	1.03	0.09	3.24	0.98	0.06	1.87	Insignificant
38	4.17	0.81	0.07	3.31	1.08	0.07	2.34	Significant
39	4.17	0.81	0.07	2.65	0.91	0.06	4.30	Significant
40	2.68	1.24	0.11	3.07	1.02	0.06	0.94	Insignificant
41	2.58	1.22	0.11	3.42	0.98	0.06	2.05	Significant
42	3.36	1.22	0.11	3.57	1.05	0.06	0.52	Insignificant
Income Generating Programs								
43	3.46	1.32	0.11	3.41	0.89	0.05	0.08	Insignificant
44	3.17	1.29	0.11	3.18	0.97	0.06	0.02	Insignificant

45	3.04	1.27	0.11	3.12	1.00	0.06	0.14	Insignificant
46	3.21	1.27	0.11	3.18	1.01	0.06	0.06	Insignificant
47	3.20	1.31	0.11	3.23	0.99	0.06	0.04	Insignificant
48	3.23	1.30	0.11	3.27	0.92	0.06	0.05	Insignificant
49	3.19	1.26	0.11	3.22	0.93	0.06	0.06	Insignificant
50	2.48	1.19	0.10	3.30	0.90	0.06	1.48	Insignificant
51	3.05	1.29	0.11	3.45	0.77	0.05	0.72	Insignificant
52	3.34	1.21	0.11	2.54	1.02	0.06	1.39	Insignificant
53	2.93	1.21	0.10	2.58	0.80	0.05	0.65	Insignificant
54	3.34	1.21	0.11	3.47	0.99	0.06	0.23	Insignificant
55	3.36	1.34	0.12	3.26	0.98	0.06	0.18	Insignificant
56	3.09	1.35	0.12	2.94	0.97	0.06	0.25	Insignificant
Quality of Life Improvement Programme								
57	3.23	1.38	0.12	3.41	0.89	0.05	0.44	Insignificant
58	3.19	1.29	0.11	3.18	0.97	0.06	0.03	Insignificant
59	3.15	1.33	0.12	3.12	1.00	0.06	0.07	Insignificant
60	3.06	1.32	0.12	3.18	1.01	0.06	0.28	Insignificant
61	3.21	1.33	0.12	3.23	0.99	0.06	0.04	Insignificant
62	3.17	1.30	0.11	3.27	0.92	0.06	0.24	Insignificant
63	3.17	1.33	0.12	3.22	0.93	0.06	0.12	Insignificant
64	3.32	1.32	0.11	3.30	0.90	0.06	0.04	Insignificant
65	3.33	1.28	0.11	3.45	0.77	0.05	0.32	Insignificant
66	3.31	1.39	0.12	3.47	0.99	0.06	0.38	Insignificant
67	2.85	1.29	0.11	2.94	0.97	0.06	0.23	Insignificant
68	2.75	1.38	0.12	3.07	0.90	0.06	0.77	Insignificant
69	3.17	1.31	0.11	3.16	0.89	0.05	0.01	Insignificant
70	2.95	1.39	0.12	3.00	0.92	0.06	0.13	Insignificant
Individual Interest Promotion Programme								
71	2.98	1.36	0.12	2.98	1.04	0.06	0.00	Insignificant
72	3.35	1.23	0.11	3.17	1.05	0.06	0.43	Insignificant
73	3.16	1.36	0.12	3.08	1.05	0.06	0.18	Insignificant
74	3.17	1.31	0.11	3.05	1.05	0.06	0.27	Insignificant
75	3.18	1.29	0.11	3.12	1.01	0.06	0.14	Insignificant
76	3.11	1.31	0.11	3.08	1.07	0.07	0.09	Insignificant
77	3.33	1.23	0.11	3.28	1.01	0.06	0.12	Insignificant
78	2.67	1.23	0.11	2.72	1.01	0.06	0.12	Insignificant
79	3.18	1.42	0.12	3.02	1.07	0.07	0.37	Insignificant
80	3.12	1.33	0.12	2.98	1.03	0.06	0.34	Insignificant
81	3.11	1.29	0.11	2.82	1.03	0.06	0.69	Insignificant
82	2.81	1.33	0.12	2.98	1.04	0.06	0.41	Insignificant
83	3.11	1.29	0.11	3.10	1.01	0.06	0.01	Insignificant
84	2.81	1.33	0.12	2.88	0.99	0.06	0.16	Insignificant
Innovative Programmes								
85	4.14	0.81	0.07	3.20	1.03	0.06	2.58	Significant
86	3.67	1.41	0.12	3.03	1.08	0.07	1.47	Insignificant
87	3.58	1.26	0.11	3.05	1.00	0.06	1.27	Insignificant
88	3.99	0.89	0.08	3.12	1.01	0.06	2.34	Significant
89	3.75	1.06	0.09	3.07	1.07	0.07	1.72	Insignificant
90	3.51	1.25	0.11	2.94	1.06	0.07	1.36	Insignificant
91	3.82	1.12	0.10	3.13	1.09	0.07	1.70	Insignificant

Chapter-IV

Analysis and Interpretation-I

92	3.67	1.21	0.11	2.86	1.15	0.07	1.93	Insignificant
93	3.59	1.21	0.11	3.06	1.04	0.06	1.28	Insignificant
94	3.60	1.17	0.10	3.07	1.05	0.06	1.30	Insignificant
95	3.24	1.41	0.12	3.07	1.06	0.07	0.39	Insignificant
96	3.35	1.32	0.11	3.19	1.00	0.06	0.38	Insignificant
97	3.40	1.35	0.12	3.20	1.03	0.06	0.47	Insignificant
98	3.43	1.29	0.11	3.03	1.08	0.07	0.96	Insignificant

4.8 FOCUS GROUP DISCUSSION WITH BENEFICIARIES

One of the issues for discussion was ‘Does the centre open on all working days?’ Though some beneficiaries had a positive opinion to this question, the general opinion was week and that many of the centres will not open on all working days. This issue was supplemented by another question that was regarding the ‘working hours of the centre’ and came to the conclusion that though many centres open on all working hours, there are also centres that will not open on many working hours of the centre. Where as, some other beneficiaries opinioned that there are no regular timing and classes were conducted according to the convenience of both functionaries and learners without having any fixed day and generally the duration of the class hours varies from 1.30 to 2.30 hours usually held in between 3 and 5 pm in most of the centres. Here lies the need for arranging library timings and classes for the benefit and convenience of the daily workers, i.e., CEC library need to open on non working days and class hours should be convenience for the benefits of all section of the locality.

Another issue was raised about the sufficiency of rooms and available spaces in the centre, since the spaces of available rooms were found inadequate to conduct core and target specific programmes of the centre. But the argument raised from the beneficiaries was that, the centres were able to manage with all the current needs and requirements. This is because, generally, along with existing rooms outside space of the centre also used for the programmes and at no point of time all beneficiaries of the centre will come together to the centre. This also helped to manage seating arrangements in the centre. When asked about the sufficiency of furniture available in the centre, they argued that though furnitures are observed to be insufficient in high majority of centres, they found to be manageable for different programmes, but were generally inadequate for library and reading room. Mean while a number of centers strongly emphasized the contribution/ arrangement made by representatives for establishing seating arrangement in the library. These points emphasis that local self government must adopt measures improve the infrastructural facilities of the centre.

An overwhelmingly positive response was given by the beneficiaries when enquiring about the strategies adopted by functionaries for developing awareness about CEC and its various activities , wall posters pasted in many people gathering places of

the locality, home visit by functionaries with VEC members/ local self-government representatives/ and other local leaders for inviting illiterates to literacy programmes of the centre, awareness campaigns/ Kala Jathas/ processions/ street plays/ folk art/ songs and dances etc. organized by centres were pointed by beneficiaries in the discussion. The group opinion focused on the need for developing new strategies based on field realities of the locality.

It also revealed that the beneficiaries of the centre are not only neo-literates or drop out alone, but their educational level varies from literate who have acquired literacy through CECs to master degree holders. Here it should be noted that how relevant are these institutions in solving the educated unemployment of the locality. Besides, the programme helped them to become self dependence, increase confidence, create social awareness, helping in the educational process of their children, applying for jobs and creating employment opportunities, good nurturing of children, full filling the unfulfilled desire for formal education during the childhood, women empowerment, opening doors to higher education, and creating healthy and satisfactory environment and surroundings.

Discussion with functionaries informed about the kind of programmes organized by the centres, duration of the literacy/ equivalency/ IGP/ QLIP and IIPP classes, the presence of various instructors and personalities in the centre for organizing those programmes and collaborated agencies. CEC programs were conducted in areas of interest addressing current and socially relevant issues. The general conclusion drawn from these discussions disclosed that CEC programmes were helpful in sharing ideas, acquiring knowledge and self employment. The functionaries were so powerful to create interest in them to participate in those activities of the centre in improving their attitude towards life and creating greater enthusiasm in them. It also revealed that beneficiaries got help from CEC in the form of training, equipment, facilities, to get job, attain self employment, and start small scale industries, to form industrial society, form micro units and manufacturing units etc, encouragement to marketing and getting loans from banks to start or to run the program.

When asked about the problems faced by beneficiaries of IGP, QLIP and IIPP activities pointed various problems. All these problems were found sound enough to convince the depth ness of their sufferings. There problems are: the financial problems

that arise when centers implement the activities through CECs, the inability of the programme to provide self earning employment and lack of opportunities to improve existing employment of the people of the locality, lack of organization to meet the day today life of the people of the locality, problem of marketing products produced by beneficiaries, inaccessibility of centers in most needed places particularly in tribal and coastal areas, problems to attend the program, lack of quality of goods produced by the centre due to non application of modern technology in the teaching-learning process, lack of various converging agencies to converge activities of various departments, unavailability of interest free loan system to beneficiaries, problem related with equipments / furniture etc, problems to attend the program of the centre, short and long duration of the course and difficulty to afford daily traveling cost. The special problems expressed by equivalency learners seemed sound and that were: lack of mechanism to clear doubts emerged during the implementation phase, high expenses for both Xth A level and O level self financing courses, the inconvenience of beneficiaries to pay the cost of the exam, lack of encouragement to motivate the learners, inability to eradicate the drop out aroused from the inferiority complex, laziness and lack of interest to attend the programme. When asked about their requirement the equivalency learners, besides solution to their special problems, they soundly demanded for reducing the delay in getting the equivalency certificate, development of a system for easy solutions to clear doubts while implementing programmes and need for appointing additional teachers for needed centers.

As answer to the query that what suggestions you wish to provide for improving CEC activities, highly positive responses were given by the beneficiaries such as new strategies based on experience from the field of the locality of learners have to be developed for QLIP, IGP and IIPP activities. These programmes should be developed in such a manner that it should be useful to the beneficiaries in their life by providing upgraded teaching / learning material. Learning material like books, pencil, exercise books, eraser etc. should have to provide to all learners in time with free of cost by local self governmental institutions. Infrastructural facilities of the centre must be raised by providing black board, desks, benches and others for the centre. Opportunities to gain new resources from the local field have to be developed, material preparation should be

based on local realities and experience, programmes must organize on current local social issues, organize more awareness programs, campaigns etc. Increasing the duration of the classes, adjust the timings of the classes, appoint trained teachers and increase the payment of person engaged in the teaching process of various CEC activities were also suggested by beneficiaries. Train learners to eradicate the drop out aroused due to the inferiority complex/laziness/ lack of interest to attend the programme etc also suggested by them. They also demanded for to provide prizes/ incentives, certificates and priority in local panchayath welfare and employment schemes. All these suggestions were strong and sound.

On querying about the roles played by representatives in literacy, equivalency, IGP, QLIP, and IIPP activities of centers, the sound responses obtained from the beneficiaries were that representatives have actively involved in various kinds of awareness programmes such as seminars/discussions etc. They attempted to provide economic, employment and material incentives to learners and to provide infrastructure facilities like black board, Chalk, and seating arrangements to the centre. Though the response was weak group discussion brought out that there were also members who took vital role in the mobilization of beneficiaries and peoples participation by holding special meetings for CECs, participate in the discussions about programs and helping preraks in running the centres. The involvements of representatives in evaluating the programmes of centres and in appointing the special trained teachers were also revealed by beneficiaries. Besides, beneficiaries highlighted the presence and visit of representatives to the equivalency examination hall, distribution of lunch and other food items during the equivalency examination days, distribution of spectacles and other study materials.

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CHAPTER V
FINDINGS AND CONCLUSINS

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CHAPTER V**FINDINGS AND CONCLUSIONS****5.0 INTRODUCTION**

Poverty and illiteracy are the two aspects of the same stupendous problem that hinder the growth of human resources and reduce the value of the productive work. Besides being an aim in it self, right kind of education is a precious resource to enhance human resources and improve the living conditions of the people. Shortage of time and in accessibility to the school venue makes the formalized education system as unsuitable to many, particularly from the deprived section of society. Therefore, the emerging process and programmes of adult continuing education open doors to the millions of adults and illiterate children who were executed from the normal system of education. To meet the requirements of these people the concept of adult education has been changing from the earlier concept of rudimentary of 3 Rs, to the developmental education. Developmental education means achieving self-reliance in literacy, numeracy, and becoming aware of causes of their deprivation and helps them to move away from those causes, by bringing changes in their cognitive, affective and psychomotor domains. In order to remove the stigma of massive illiteracy from the land of India, government of India has adopted different policies, projects and missions. The national policy on education and the programme of action gave immense importance to adult education programmes. The successful total literacy campaign of Kottayam municipality and Ernamkulam district followed by the entire state Kerala, gave a momentum to the programmes to be adopted for the eradication of illiteracy from the land of India. However, the necessity identified from the experiences of those successful literates of total literacy campaign, lead to an extension of the Campaign called Post Literacy Programs and later on to the life long learning process through continuing education centres. The Continuing Education Program has been implemented as a District Program throughout the Country aiming to promote human resource development as an alternative strategy in the rapidly changing

circumstances of today that helps to achieve the national goals of education. The Continuing Education Programme of Kerala has created a landmark history by implementing it in all the 14 Districts of Kerala simultaneously in 1998. The three-tier panchayath raj institutions through its plan fund for Continuing Education Programme gives opportunity for active involvement to its representatives for contributing to the formation of an alternative strategy, i.e., to bring a fundamental change in the process of socio-economic development, in which the poor get opportunity to be at its centre as its active participants instead of remaining passive spectators at the fringe of the development activity. Continuing education programmes emphasis on literacy and functional up gradation of illiterate adults by raising their level of awareness regarding day-to-day life situations and surroundings. It also provides skill directed learning, leading to self reliant active development of the person and his/her environment. Elimination of destitution through intensive local level area planning, employment orientation, mutually supportive linkages with the developmental activity, involvement of voluntary and other supportive agencies, concentrate efforts in well defined geographical area, opportunity to continuous up gradation of skills so as to produce manpower resources of the kind and the number required by the society are some of its features.

The present study is a humble attempt to find out the status of continuing education programmes in the state emphasizing the role played by local self-governmental institutions in this programme. The researcher has studied about the problem from its various dimensions. The detailed methodology of the present investigation such as development of adult continuing education programmes, review of previous researches in related fields, details of tools and methodology used for data collection and analysis of data have been given in detail in the previous chapters. In this chapter, the researcher provides a comprehensive list of findings generated from the statistical inferences and conclusions applied in this study.

Objective 1:

To study ongoing Continuing Education Programmes in Kerala focusing on the kinds of Programmes and facilities of the centre.

Findings:

- 5.1.1 High majority of CEC were located in the villages
- 5.1.2 Though majority of the centres was scanty in distribution because of geographical distance, high majority of centres were accessible to the beneficiaries because care had been taken to establish centres in those areas, which were located in convenient places for tribal, coastal, and SC/ST areas.
- 5.1.3 Majority of the centres were located in panchayat buildings, followed by working on rent, public buildings and housed in buildings which are exclusively built for Continuing Education Centres.
- 5.1.4 Out of 23% respondents who were functionaries of those centres, which have damaged building, and 12% functionaries who were working in un white washed building revealed that 65% or above of the local self government representatives are aware, about the problem. Nevertheless, the revelation of 35% of the functionaries cleared that no action was taken by representatives to rectify the damaged/ poor condition of the building.
- 5.1.5 The norm of NLM regarding the number and size of rooms were available only in those centres which were exclusively made for Continuing Education Centre /Nodal Continuing Education Centre and not available either in centres working under panchayath or public building or in rented building.
- 5.1.6 The available rooms were not too spacious and were found inadequate to conduct core and target specific programmes of the centres. Anyhow, the centres were able to manage well with all the current needs and requirements of the centre, because, generally, along with existing rooms, outside space also used for the programmes of the centres.
- 5.1.7 The conditions of the buildings were found to be good and usable in all season in majority of centres.
- 5.1.8 High majority of centres had good appearance, well maintained, cleanliness and essential decoration.

- 5.1.9 Seating arrangements were found satisfactory in 52% of the centres that used benches / desks. A positive significant chi-square critical values was found between the opinions of functionaries and representatives regarding contribution of representatives for seating arrangements in the centre.
- 5.1.10 It was found that around 30% of the centres will not open in all days and in all working hours of the centre and at no point of time all beneficiaries of the centre will not come together to the centre.
- 5.1.11 High majority of representatives do not involved for the proper working days and hours of the centre.
- 5.1.12 Only 21 % of the centres had electricity connection. Anyhow, 56% of the centres made arrangement for lightening facility. The lightening and ventilation facility of 23 % centers were found very poor. However, almost all the rooms were found airy. Though the rooms were found dark without proper ventilators and windows in some of the centres, they managed to have proper lighting facility during the working hours of the centre since the working hours of the centres is during the day times.
- 5.1.13 Only very few centres were found having toilet facility. The remaining centres did not have toilet facility either in the centre or not available in the premises of the building.
- 5.1.14 It was found that only few centres managed to keep proper drinking water facility in the centre.
- 5.1.15 Wide invariability existed in the availability of furniture between centres. In high majority of centres, the furniture was observed to be insufficient. However, they found to be manageable for different programmes of the centre, but generally inadequate for library and reading room.
- 5.1.16 Regarding representative's contribution in available furniture, equipments and facilities of the CECs, the most opted item was panchayath utilized the money as according to the direction of KSLMA.
- 5.1.17 Only very few centres were found having out door games facility and equipments. Indoor facilities were available only in few centres. High majority of centres were marked as having Carrom Boards and Chess Board. majority of the centres

were conducting Balasangam units which organized tuition classes, cultural programmes, other recreational activities like dance, music, poem recitation, drawing, picture writing, quiz programmes, arts and crafts works, 'Reading Day', 'Writing Day', Quiz competitions and Awareness program- for children.

- 5.1.18 Regarding contribution of representative in sports, recreational facilities and equipment of CECs, the most responded item was Panchayath utilized funds as according to the direction of KSLMA and the least responded item was gave special consideration to the participant in the panchayath welfare activities.
- 5.1.19 A strong positive correlation (0.89) exists in between the responses of functionaries and local self government representatives regarding contribution of representative in sports, recreational facilities and equipment of CECs.
- 5.1.20 A roller board was found in all centres, 43.18% of the centres had tailoring machines, and very few centres had embroidery machines. 23.73% of the centres have computers. High majority of centres were found having candle making and soap making equipments. And 2% centers had book binding facility.
- 5.1.21 High majority of the centres had displayed their name in readable and noticeable form in a board
- 5.1.22 34.09% centres have news reading room either in the verandas or outside the main functioning rooms of the centre.
- 5.1.23 High majority of centers had decorated their walls with complete postal address of the centre, various informative notice boards, village map and profile, indicating the locality of Continuing Education Centre and other required details. There were informative boards/ charts with basic details of the centre, list of books in the library, display of centres activities / services, charts depicting the names of different functionaries. The informative charts/boards of much centre also shown information with attractive caption about list of Village Education Committee members, a colorful and attractive 'Akshara' Tree with comprehensive display of various activities of Continuing Education Programme in the centers were found in almost all centres. Number of beneficiaries and details of target specific programs were also available in informative charts. The handicrafts of the IGP products were displayed well in many of the centres. Albums with photos of

different activities organized by the centre from the initiation of the centre up to till date were maintained and displayed well in all the centers either in photos or in envelopes. The walls were also informative with posters and photographs of health, hygiene and nutrition related information. List of applications and forms available in centre under the umbrella of information centre were also observable in some of the centres. Important issues like environment protection, political issues and photos of leaders, socio-cultural and educational problems like literacy, girl's education and population education were also present through pictures in various Continuing Education Centres.

- 5.1.24 Regarding representatives contribution in the display and decoration of the centre, the item which got the first rank was provided/ made arrangement to provide equipment/ experts/ guidance to improve the over all appearance of the building and the least responded item was adopted measures to encourage and recognize the deserved .
- 5.1.25 Each CEC were found to have at least 250 books. 52.27 % of the centres selected had a separate room for library/reading room, with more than 1000 books in the library. Among the total centres very few had no library at all. In few centres, the library of the panchayath/ clubs/ Nehru yuva Kendras etc was attached with CEC. In such centres libraries were working with book lending facilities and among the total available books. In them Only 42.42 % of books of the centres were found suitable to meet the needs of learners of CEP. Few centres were reported as having mobile libraries in which a member can borrow books from their convenient places, at a fixed time of one/ two weeks duration and can use it for a fixed time.
- 5.1.26 The main source of available books in CECs were KSLMA, which had distributed books that were published by NLM, SRC and KSLMA for supplying through ZSS to all centres of the state. Majority of the prerak have added to the library collection through self efforts by collecting books from the community people, course completed students, and also made effort to buy books of different publishers using the help of Village Education Committee Members and other interested persons of the locality.

- 5.1.27 In general 55% of the available books in the library were relevant for Continuing Education Programme beneficiaries. Of the useful books available, more number of books was from the category of women and children, neo-literate entertainment, general knowledge, interesting and vocational training books. Many of the books were in the form of story, novels, comics, rhymes books and were seemed extremely useful to children. The number of books for CEP beneficiaries particularly to neo-literates was found inadequate for its purpose. Books were available in various subjects accordingly to meet the needs of the different categories of beneficiaries of the centre.
- 5.1.28 All of the selected centers reported that they were subscribing the most popular 2 to 3 newspapers and 2 - 5 locality famous magazines.
- 5.1.29 Only few centres were found having a separate reading room with adequate facilities.
- 5.1.30 In very few centres library were found having good number of books and were classified on subject wise and author wise. In 46.97% of the centres, the books were arranged subject wise and it was on author wise in few centres. However, it was not done properly in the remaining another few centres. The books were hanged well on a separately hung string in 54.55 % of centres. In majority of centres, the update list of books was also pasted on the wall in the library. In remaining few centres, books were displayed on table or in the built in space on the wall.
- 5.1.31 Accession register and issue register were maintained properly in majority of the centres. In few centers the library had new brand books in the show cases; no books were handled / used for general reading. Majority of the centers had facility to issue books through libraries. Among them 37.12 % of the centers had issue facility of books through mobile libraries.
- 5.1.32 A positive correlation (0.39) exists in between the responses of functionaries and local self government representatives regarding contribution of representative in library of CECs which not significant either at .05 levels or .01 levels.
- 5.1.33 Zilla Saksharatha Samithi does monitoring and evaluation of the centre monthly through its monthly monitoring reviews committees at district, block and

Panchayath level. Besides few prerak reported that their local self-government representative asks about the activities of the centre. Prerak will do have to answer to them for their questions. Very few Preraks also reported that some of their representatives enquire about the activities of Continuing Education Centre through their beneficiaries and village education committee meetings and through local leaders.

- 5.1.34 A significant chi-square value (74.93) exists in between the opinions of functionaries and representatives regarding contribution of representatives in maintenance and evaluation of centres.
- 5.1.35 Charcha Mandals were held once in a month in all the centres. Wide difference exists among the centres in the number of beneficiaries attended for Charcha Mandels. Generally, the problems such as family issues, women and children welfare, health & hygiene, AIDS and other epidemic and non epidemic disease awareness program, self employment opportunities or requirements, gardening and nurturing of vegetable and medicinal plants, sports and arts etc were discussed.
- 5.1.36 Regarding involvement of representatives in Charcha Mandals the most responded item was that representative arranged to cooperate and coordinate various person, resources and activities of various departments with the centre and the least was arrangement made to provide sufficient training and/ impart knowledge to functionaries about the problems to be discussed.
- 5.1.37 A strong positive correlation exists (0.74) in between the responses of functionaries and local self government representatives regarding involvement of representatives in Charcha Mandels of the centres which is positive and significant at .05 (600) level and in significant at .01 (.783) level.
- 5.1.38 Information window services were functioning in majority of centres. But wide difference exists in the available information of different centres. High majority of the centres reported that information and application forms of all panchayath level forms and schemes are available in the centre. Details of these can be available to those who demand for it. Among this around 52 % centres charges small amount for those services provided by it. Preraks collected various sources of information

and forms related to development and social welfare schemes. In order to create awareness and educate people about current problems and issues and to convey the messages and importance of important national-regional- and religious days /festivals centres quite often organizes meetings/ discussions on various related topics using services of various personalities from different fields. Besides photos in albums put for exhibition, 56% of the centres had kept record on those officers and well known personalities who had visited their centers for various purposes from the establishment of the centre up to the day in which the investigator visited to the centre.

- 5.1.39 A strong positive correlation exists (0.81) in between the responses of functionaries and local self government representatives regarding involvement of representatives in information window services of the centres.
- 5.1.40 Representative arranged to cooperate and coordinate various person, resources and activities of various departments with the centre was the most responded item and adopted measures to analyze and solve problems aroused was the least responded item obtained to the question of involvement of representatives in information window services of the centres
- 5.1.41 All centres selected were organized literacy programme from the initiation of the centre up to recent time. Survey and resurvey was the technique adopted by all centres in the state for identifying illiterates. Majority of the centres kept the exact proper and updated number of illiterates identified and trained through the centres. The number of illiterates enrolled in centres varies from 17 to 352.
- 5.1.42 It was found that a strong positive correlation exists (0.86) in between the responses of functionaries and local self government representatives regarding problems of literacy programs and also suggestion to literacy programs (0.85). Both are significant both at .05 levels and .01 levels. The suggestion emphasized the need to develop new strategies based on experience from the field of the locality to make it useful to the beneficiaries in their life, provide books and study material to all the learners in time with free of cost and teaching material to centres, increasing the duration of the classes and adjusting the timings of the classes, appointing trained teachers with satisfactory remuneration.

- 5.1.43 Centres had organized equivalency classes for standard IV, VII and Xth A Level and O level. High majority of the appeared learners in all centres and in all the four category of equivalency exam passed and got equivalency certificates.
- 5.1.44 A strong positive correlation (0.88) exists in between the responses of functionaries and local self government representatives regarding problems of equivalency programs. A detailed analysis of the respondents' shows that lack of mechanism to clear doubts emerged during the implementation phase was the major problem faced by the centres. The other problems identified by the study were the inconvenience of beneficiaries to pay the cost of self financing courses, lack of encouragement, inability to eradicate the drop out.
- 5.1.45 A positive correlation (0.82) exists in between the responses of functionaries and local self government representatives regarding suggestions for equivalency program. The recommendation for equivalency programmes were the need for reducing examination fee to affordable amount, eradicating the drop out, free supply of upgraded teaching / learning materials, appoint additional teacher if the centre requires, provision of prizes/ incentives/ certificates and priority in local panchayath schemes who have scored high marks in the equivalency examinations, reduce the delay in getting the certificate, and develop a system for easy solutions to clear doubts and solve problems aroused while implementing programmes.
- 5.1.46 The income generating activities of centres and duration of the courses of IGP varied from centre to centre and there were some common programs which were provided by most of the centres. Besides, certain programs were common to centres of certain districts.
- 5.1.47 All most all centres selected for the study had organized at least 3 types of Income Generating Programmes. Significant majority of centres had engaged in small trades, food related trading, tailoring and embroidery, beautician courses. handy crafts, computer related courses, paper bag, files and envelopes making, fashion designing and fabric painting. Other programmes engaged by the centres were more or less evenly distributed.

- 5.1.48 Under Income Generating Programme of the centres various Self Help Groups (SHG) were formed, but their number varies from centre to centre. They were affiliated with corresponding District Literacy Mission and registered with Kutumbasree or Block Panchayath/ District panchayath. Among the total numbers of SHG high majority were women only groups and very few were combined with men and woman and another very few were men's only groups.
- 5.1.49 Centres have shown particular interest to organize QLIP activities like film show, magic show, drama, documentary shows, eye donation campaign and blood donation forums, seminars/ discussion and workshops on socially relevant issues, eradication programmes of various epidemic and non epidemic diseases, awareness campaign on socio-economic-environmental and health issues, tuition classes, total sanitation programmes, folk arts etc.
- 5.1.50 A positive correlation exists in between the responses of functionaries and local self government representatives regarding problems faced by IGP of the centres (0.55) and also suggestions to IGP (0.47).
- 5.1.51 A positive non significant correlation (0.37) exists in between the responses of functionaries and local self government representatives regarding suggestion to QLIP activities and non significant correlation (0.35) exists regarding problems of QLIP.
- 5.1.52 IIPP of the centres aimed to cover all categories of people in the locality and there for formed various groups based on age, sex etc .The study found that these groups were not formed or not functioning in 3% centres. 100% centres have organized seminars, awareness classes and camps, 98.48% engaged in interesting income generating activities like tailoring/ fabric and other painting/ umbrella making/ needlework/ agriculture/ preparation of school bags/ handicrafts/ preparation of snacks/ jams and other food packets. 91.67 % centres have organized Coaching classes and competitions for different handicrafts, sports and athletics, dance/music/drama.
- 5.1.53 A strong positive correlation (0.88) exists in between the responses of functionaries and local self government representatives regarding problems of

IIPP and a positive correlation (0.79) exists regarding suggestion given for improving IIPP of the centres.

- 5.1.54 The problems of IGP, QLIP and IIPP programmes were financial problems, inability of the programme to provide self earning employment or lack of opportunities to improve existing employment of the people of the locality, lack of application of modern technology in the teaching learning process, organization of unsuitable programmes to meet day today life of the people of the locality, problems to attend the program of the centre, lack of quality of goods produced by the beneficiaries of the centres, problems of equipments and furniture, long duration of the course and difficulty to afford daily traveling cost, frequent resign of trained preraks, problem of marketing products, inaccessibility of centres in most needed places, lack of various converging agencies to converge activities of various departments, unavailability of interest free loan system to beneficiaries.
- 5.1.55 The suggestions for IGP, QLIP and IIPP programmes were necessity of arranging marketing products produced by beneficiaries, increasing financial benefits from the centre, better training and demonstration classes, more local specific and need based programmes, providing required infrastructural facilities and equipments and strengthen network with other agencies engaged with employment generation and make use of their economic and resource support, organizing more awareness programs campaigns/ work shops/ discussion etc on current local issues of the masses, improve the quality of programmes with better equipments/trained instructors and audio-visual media for improving inner abilities and creativity of the individual, form clubs of dedicated and selfless youth for working for the implementation of CEC activities, find out new resources and prepare materials based on local realities and experience.
- 5.1.56 Some centres have implemented some special programmes considering the special interest of the locality. A few examples from centres or from districts selected for the study are Jyothirgamy- total primary literacy programme of Nilampur Grama Panchayath of Malappuram district, Chedana- total primary education programme of Chelembra gram panchayath of Malappuram, total primary

literacy programme Purappuzha Grama Panchayaths- Idukki, brail literacy Programme of Malappuram District, Moksham- Counseling and education for Adolescent Girls, Aksharadeepam Project- a rapid total literacy campaign, Aksharajwala Project, Santhwanam, Souhrudam, information services awareness programme of Idukki district, computer and industrial training institute Idukki, open distance learning programme of DLM Idukki, Gandhiji central school – Shandigramme, the Haritham’ of Vanmala Village of Kollam district and the litigation free village of Thichoor etc.

- 5.1.57 Duration of the classes depends on the kind of activity organized by the centre and activity engaged by the beneficiary. It varied from 1 hour to 1 year. The duration of the class hours varies from 1.30 to 2.30 hours usually held in between 3 and 5 pm in most of the centres. Generally it varied from 1 hour to 1 week. Long duration programmes were relatively less in centres. Beneficiaries preferred short duration courses to long duration courses. There were seasonal variation in the courses offered by centres and enrollment of learners in such courses also varied according to season. 79.24% functionaries reported that centre worked on 2-3 days per week, 47.73% cleared that classes was opened only one day in a week, where as 3.03 % opinioned that class hours varied according to the convenience of both functionaries and learners without having any fixed days.
- 5.1.58 On enquiring about the strategies adopted by functionaries for developing awareness about Literacy, Equivalency, QLIP, IGP, IIPP Programmes of the centres, the investigator came to the conclusion that new strategies derived from field realities helped the centres to develop a self defeating behavior of common man and to develop a positive can to do attitude. Wall posters used for creating awareness about activities of the centre and these posters were pasted in many people gathering places of the locality. The next important strategy adopted by functionaries for creating awareness among the local public were home visit by functionaries. 71.21 % functionaries supported this. In 8% of centers VEC members, local self-government representatives, and other local leaders imitated the functionaries in their house-to-house visit for inviting illiterates and other beneficiaries to programmes of the centre. Other ways of creating awareness was

awareness campaigns, Kala Jathas/ processions, street plays, folk arts, songs and dances etc.

- 5.1.59 Generally CEC classes were conducted by the Preraks and Assistant Preraks, specially appointed teachers, NSS Volunteers, social workers and teachers, experts of various agencies/ organizations and fields. The group discussion with beneficiaries disclosed that besides functionaries of the centre some of the learners were also taught by their family members.
- 5.1.60 The study found that among the literacy learners all were illiterates they have not gone to school for a single day or drop outs from the school before acquiring the literacy skills. In the case of equivalency learners 1.7 % were neo-literates, 48.6 % were pass out / drop out from lower primary school, 44.4% drop out / pass out from higher primary and were drop out/ pass out from upper primary and 4.3 were drop out / pass out from high school. More than 70 % of IGP, QLIP and IIPP beneficiaries a high majority of the beneficiaries were female and educated. Their qualification varies from standard 4th to post graduation. They were mainly from weaker section of society and their main problem was unemployment. Generally they joined in the centre to achieve skills in the programme organized by the centre and achieve self sufficiency.
- 5.1.61 Different departments / organizations such as Health Education, Law and Order. Panchayats, NGOs, Self Help Groups, social services groups of Universities like NCC, NSS etc were organized programs for beneficiaries collaborating with the NCECs / CECs. Different bodies / agencies gave training in various programs of the centres such as Literacy Mission, State Resource Centre, District Institute of Educational Training, Nehru Yuva Kendra, SHG members' district/block/grama panchayaths, NABARD/Developing Societies, Polytechniques trained teachers/ individuals, JSS, Agriculture Departments etc.
- 5.1.62 Through group discussion, opinion of the public, reporting self interest. the Preraks and Assistant Preraks mainly identified the interest of the beneficiaries with the help of outside teachers, resource persons / social workers and public. Individuals with interest in specific skills were identified and selected.

5.1.63 Majority of Continuing Education Centres functionaries are from the age group of 25-30 and Continuing Education Centres have attracted more female functionaries than males in all age groups. The responders selected for the study included 49.24 % Preraks, 28.78 % Assistant Prerak, and 15.90 % Nodal Prerak, and 6.60 % Assistant Nodal Preraks. Majority of the respondents have qualification up to intermediate level followed by degree, SSLC and lastly Post Graduation. The functionaries showed wide difference in their level of experience. It was found that highest percentage of responders were in the group of 3-5 years experience. A high majority of the respondents were from villages. The CE Programmes have attracted more functionaries from OBC, followed by SC and ST population than General Category of population.

5.1.64 All functionaries selected for the study had received same type of training without considering their position in CECs. Average number of training duration was 20 or 18 days and the duration of the training Programme in a day was from 8 am to 5pm. When high majority expressed that they were satisfactory with the training programme, a few of them graded it as highly satisfactory. But there were also very few respondents who marked their dissatisfaction with the training programme. Regarding training received by the functionaries Nodal Prerak's satisfactory index is higher than all other functionaries. It was respectively followed by Prerak, Assistant Prerak and Assistant Nodal Preraks selected for the study. The content of the training programmes included following 14 items covering all most all aspect of Continuing Education Programme.

- CEP general introduction concepts, important, objectives etc.
- Core programmes like maintenance of libraries, reading room
- Concepts of target specific programmes, their importance and objectives
- Role and responsibilities of Prerak/ Nodal Prerak
- Information window concepts, its importance and aims.
- Population education programme
- Need and ways of networking with various developmental departments
- Motivating neo-literates to make use of the centre

- Organization of seminars, workshops, awareness classes, discussions etc
- Raising the corpus fund from the public
- Organizing Self Help Groups
- Motivating local leaders
- Maintenance of records and preparation of records and registers.
- Organization of cultural programmes

Objective 2:

To find out the awareness of local self-governmental representatives about their roles in the Continuing Education Centres.

Findings:

- 5.1.2.1 The study found that only 35.45% percentage representatives were well aware that CECs are functioning in their area and only 33.12% were well aware about the location of the centre and total number of centers existing in the area.
- 5.1.2.2 Awareness index of equivalency program (0.97) is the highest. It was followed by literacy program, income generating program, quality of life improvement programs, developmental activity of the locality, individual interest promotion program and lastly innovative programs

Objective 3

To find out the activities that created awareness among local Self-governmental representatives about their roles in the continuing Education Centres.

Findings:

- 5.1.3.1 Regarding the activities done for awareness creation among representatives the most responded item was inviting to the centre to take leadership roles in centre's activity. It was respectively followed by personal meetings between

preraks and representatives, empowering the members to play his position in ward Saksharatha Samithi, the local self government departmental works done by CEC functionaries, undertaking the projects of local self governmental institutions by functionaries, special programmes/ classes organized by KSLMA / SRC / DLM etc, through the guidelines provided by functionaries about representatives roles in Continuing Education Centres. Training programme organized for local self-government representatives by their training institutes was the least awareness creation activity for the representatives about Continuing Education Centre.

- 5.1.3.2 The Spearman's correlation coefficient (0.75) between the responses of representatives and functionaries regarding the activities taken to create awareness among functionaries were found significant both at 0.05 levels and 0.01 levels.

Objective 4:

To find out the expected roles of local self-governments in Continuing Education Centres

Findings:

All functionaries and high majority of representatives had the following view for expected role of local self government in CECs.

- 5.1.4.1 Provision of accessible location and building with adequate room of appropriate sizes to the centre is the most important role that local self-government representative have to do for Continuing Education Centre. General opinion was that local self-government representative can provide location to Continuing Education Centre, according to its financial capacity, either to buy a suitable location for the centre or can provide its own premises or can arrange with other public or non-rented location. If above are not they can at least form a local self-help group for providing the rent of the location of the Continuing Education Centre.

- 5.1.4.2 Provision of sufficient quantity of required furniture and equipments, establish and strengthen infrastructure facilities like black board, Chalk, seating arrangements etc of the centre, for the effective functioning of Continuing Education Centre can be done through local self- governing bodies.
- 5.1.4.3 Provision of sufficient quantity of books, reading writing equipments to the beneficiaries and other learning material like books, slates, pen, pencil, spectacles to selected learners are possible through CECs.
- 5.1.4.4 Drinking water, toilet and lighting facilities of the centre become easily available to the centre if the local self-government representative makes effort for them through their institution.
- 5.1.4.5 If representatives are interested, local self-government can be empowered to establish and improve library services of the centre
- 5.1.4.6 All functionaries and high majority of representatives opinioned that sports, games and other recreational activities, equipments and materials of the centre will be improved to a grater extend, if local self government is really interested in it.
- 5.1.4.7 Strengthen the information window services of Continuing Education Centre is the result of active co-operation and involvement of local self government in the working of the centre
- 5.1.4.8 Selection of able functionaries for the centre is one of the results of genuine interest of the representative in the centre.
- 5.1.4.9 Timely provision of appropriate remuneration to the services of the functionaries. make arrangement to raise economic benefits-honorarium to Preraks / Assistant Preraks and teacher engaged to enhance the quality of the functionaries is possible, if local self-government representative is interested in it
- 5.1.4.10 Leadership role in all activities of the CEC is one of the important functions that local self government representatives have to play in the Continuing Education Centre.
- 5.1.4.11 Material and other support for the day today functioning of CECs should have to be provided by local self-government institution for the centre

- 5.1.4.12 Allocation of funds for the activities and programmers of CECs is one of the important functions of local self-government towards CECs.
- 5.1.4.13 Ensure that assets/ inputs/ funds and other materials provided to the centre were effectively utilized and implemented by the functionaries is one of the major responsibility of local self government representatives towards Continuing Education Centre .
- 5.1.4.14 Periodic visit to the centre to analyze and evaluate the functioning of centre as an important responsibility of local self-government representatives upon the centre.
- 5.1.4.15 Local self-government representative is responsible for monitoring the activities of the centre
- 5.1.4.16 Inculcation of Continuing Education Centre and its activities in the 'Janakeeyasoothrana programme' of local-self government was a responsibility of local self-government representatives
- 5.1.4.17 Popularize activity of CEC to bring more beneficiaries to the centre and increase services provided by the centre are one of the important responsibilities of local self-government representatives upon the Continuing Education Centre.
- 5.1.4.18 Participate in the ward saksararatha samithi meeting to lead the Continuing Education Centre for making it a valuable permanent institution of the locality
- 5.1.4.19 Formulating and implementing the projects for the locality developments through CECs is a responsibility of Continuing Education Centre
- 5.1.4.20 Support for developmental programmes of the centre
- 5.1.4.21 Give suggestion and timely direction for the effective working of the centre and effective implementation of the programme as an important responsibility of local self governmental representatives upon CECs
- 5.1.4.22 Initiate steps to organize required resources for the CEC activities and Make CEC self reliant and permanent institute of learning of the locality
- 5.1.4.23 Arrange training programmes to preraks in various CEC activities with the help of collaborating agencies and organize training for introducing and giving training to individuals and neo-literates in various CEC lessons and activities. Form resource panel of experts/ resource groups for training in CEC activities to motivate and increase functionaries confidence

- 5.1.4.24 Make arrangement to market the products produced by the CEC beneficiaries
- 5.1.4.25 Make arrangement for providing economic and employment incentives to learners to motivate and increase their confidence and help them to get job, attain self employment, start small scale industries, to form industrial society, form micro units and manufacturing units etc are possible through local self governments.
- 5.1.4.26 Representatives have to actively involve in various kinds of awareness programmes such as seminars/discussions / workshops etc conducted by CECs.
- 5.1.4.27 Give emphasis/ publicity/ encouragement to the activities of CEC through Ggrama Panchayath meetings and other programmes
- 5.1.4.28 Provide recognition and opportunity to exhibit the well performance of the deserving functionaries/beneficiaries for their well performance
- 5.1.4.29 Help to provide guidance/promote counseling to the needy functionaries/ beneficiary and/ or parents for their active involvement in the activities of the centre.
- 5.1.4.30 Help functionaries to collect information, identify and to find most suitable beneficiaries of the programme and thus provide opportunity to develop abilities of CEC beneficiaries
- 5.1.4.31 Help to clear doubts emerged while implementing the programme and to solve problem aroused while implementing the programme
- 5.1.4.32 Make arrangements to co-ordinate various activities of the panchayath with activities of the centre
- 5.1.4.33 Initiate steps or help to form balavedi, teenage club, adolescent circle, men`s and woman`s circle, self help groups, neighborhood family circles, old age circles etc in the locality
- 5.1.4.34 Make arrangements for provision of places to centres for conducting examination and other courses.

Objective 5:

To find out the contribution of local self governmental representatives in Continuing Education Centres.

Findings:

- 5.1.5.1 A significant chi-square value for the responses of representatives and functionaries shows that they agreed to the view that representatives have contributed for providing appropriate location, making location accessible, providing building, improving the condition of the building, proper maintenance of the centre, bringing news papers and magazines for the CECs, display and decoration of the centre of CEC. A higher arithmetic mean of representatives and significant z value for this statement means that representatives agreed to these statements more strongly than functionaries.
- 5.1.5.2 A significant chi-square value for the responses of representatives and functionaries shows that they agreed to the view that representatives have contributed for providing ownership of the building, working days and hours of the centre, providing furniture and facilities to the centre, monitoring and evaluating of the centre, organizing sports, recreational facilities and equipment of CEC, library of CECs, available books in CECs, charcha mandals, organizing SHG in the centre, information window of the centre, improving the community involvement in the centre. A non significant Z- value for this statement means that both representatives and functionaries agreed to these statements on the same.
- 5.1.5.3 Representatives contributed in various aspect of the literacy, equivalency, IGP, QLIP, IIPP, Innovative Programms were in the various forms. They include 'helped to get job, attain self employment, start small scale industries, to form industrial society, form micro units and manufacturing units etc for literates and other beneficiaries of the centres', 'organized training institutes for

introducing and giving training to individuals and neo-literates in various CEC lessons and activities', 'formed resource panel of experts/ resource groups for training in CEC activities', 'promoted tie up with Government and NGOs/ SGSY scheme collaboration/ support of Community Polytechnics and Jan Sikshana Samsthan etc for training programs/courses', 'made arrangement to market the products produced by the CEC beneficiaries', 'contributed training equipments, facilities and learning materials like books, slates, pen, pencil, spectacles to selected learners' 'infrastructure facilities like black board, chalk, seating arrangements etc provided to the centre', 'made arrangement to raise economic benefits-honorarium to Preraks / Assistant Preraks and teacher engaged or began to pay existing honorarium regularly in time', 'make arrangement to take steps to arrange effective training programs to Preraks/Assistant Preraks to motivate and increase their confidence for providing economic and employment incentives to learners', 'actively involved in various kinds of awareness programmes such as seminars/discussions etc', 'gave emphasis/ publicity/ encouragement to the activities of CEC through grama panchayath meetings and other programmes', 'provide recognition and opportunity to exhibit the well performance of the deserving functionaries/beneficiaries for their well performance', 'helped to provide advice on promotion of different programs/ guidance/ counseling to the needy functionaries/ beneficiary and/ or parents', 'helped to solve problem aroused while implementing the programme', 'helped to clear doubts emerged while implementing the programme', 'helped to find out the most suitable beneficiaries of the programme', 'made arrangements to co-ordinate various activities of the panchayath with activities of the centre ', 'made arrangements to evaluate the CEC activities', 'helped to organize required resources for the CEC activity. Helped to form balavedies, teenage club, adolescent circle, men's and woman's circle, self help groups, neighborhood family circles, old age circles etc. of the centre', 'helped to collect information, identify and provide opportunity to develop abilities of CEC beneficiaries', 'make

arrangements for provision of places to centers for conducting examination and other courses’.

- 5.1.5.4 No insignificant chi-square values between the responses of functionaries were found. The chi-square values were found varying from 20.182 to 290.197. Which denotes that functionaries have given specific trends towards the items included in the inventory, viz., Infrastructural and support function of the centre, Literacy and Equivalency, IGP, QLIP, IIPP and innovative programs.
- 5.1.5.5 The Chi-square values for representatives were found significant both at .05 levels and at .01 levels for each statement of the inventory in all the six parts, which denotes that representatives have shown specific trends towards their views to the provided contribution for the centres.
- 5.1.5.6 The study found that only 19 statements, ie statements, 2, 9,10, 13, 14, 18, 22, 27, 28, 29, 30, 31, 32, 36, 38, 39, 41, 85 and 88 were found to be significant at .05 levels in infrastructure and support functions of the centre, literacy and equivalency, and innovative programmes functionaries and representatives have insignificant Z values at .05 levels. It means that representatives and functionaries differ in their views about these statements only.
- 5.1.5.7 In statements related to IGP, QLIP, and IIPP all ‘Z’ values were found significant indicating that functionaries and representatives have same view in all these statements.
- 5.1.5.8 With insignificant ‘Z’ value and higher mean values of representatives. they more strongly agree the statements related with contribution provided for awareness creation activities of the centre, providing appropriate location for the centre, in providing appropriate building to the centre, and for making the centre accessible to the needy.
- 5.1.5.9 With insignificant ‘Z’ value and higher mean values of functionaries. they more strongly agree to the statements related with contribution of representatives in provision of appropriate rooms with adequate size to the centre, in keeping appropriate condition of the building of the centre. proper maintaining of the centre, display and decoration of the centre of CEC. news

papers and magazines available to CECs, and display and issue of books of books in CECs.

Objective 6:

To make suggestion for the better functioning of the Continuing Education Centres based on the findings of the study.

Findings:

Following were the suggestions of representatives and functionaries

- 5.1.8.1.1 A system should be developed in whom local self governmental institutions need to issue circular to all CECs for carrying out activities.
- 5.1.8.1.2 Govt. should establish policy with long term objectives in such a manner that the attitude of changing governments should not compels the CEP functionaries to change their direction and programmes that have already initiated without achieving its objectives.
- 5.1.8.1.3 Politicization of CEC activities need to be eliminated
- 5.1.8.1.4 Ensure participation of elected representatives in all programmes of CEC.
- 5.1.8.1.5 Maximum emphasis should be given to integrate CEC and literacy programme with health, rural development and other sector
- 5.1.8.1.6 Incorporate other activities of CECs like formulating adolescent clubs. starting counseling centres, youth clubs, etc to attract all section of population. Group discussion also revealed the importance of this suggestion.
- 5.1.8.1.7 Organizing programmes to educate the locality in the important issues of the locality, considering socio-economic, historical, and geographical features of the locality. The observation and group discussion also revealed the importance of this recommendation.
- 5.1.8.1.8 Separate booklets / guidelines with clearly defined rights, duties and responsibilities according to their position in the administrative hierarchy to be provided to each representative.

- 5.1.8.1.9 Measures should be established to provide all possible panchayath welfare activities through CEC.
- 5.1.8.1.10 Both Prerak and representative should be trained to establish good human relationship and need to develop ability to behave properly. Group discussion with beneficiaries and observation of personal relationship between beneficiaries and functionaries emphasized the importance of this suggestion.
- 5.1.8.1.11 Local self government need to develop area based monitoring committee for each CEC
- 5.1.8.1.12 CEC need to establish programmes that give maximum opportunity to the local self governmental representatives with personal interaction with voters.
- 5.1.8.1.13 Roles of each local self governmental representative and each functionaries should be clearly specified and convinced each other
- 5.1.8.1.14 Local self government need to develop a permanent system to implement, monitor, and to provide adequate support for the functioning of the CECs, assign and monitor the work of preraks through a person in charge of CECs\
- 5.1.8.1.15 The necessity of inclusion of the subject of CEC in the training programme organized by KILA, SIRD, etc or need to organize special programme in Continuing Education in their training programme. Besides SRC, KSLMA, DIET can also take this as their responsibility.
- 5.1.8.1.16 Ensure participation and support from voluntary organizations and Ayalkoottam, kudumbashree etc.
- 5.1.8.1.17 Local self government representatives need to take initiative to organize local level exhibitions, performance opportunity and competition in the locality through CECs to nurture and develop talented ness.
- 5.1.8.1.18 There is a need to provide facility to the CECs and public to generate constant support from general community
- 5.1.8.1.19 There should be celebration of national days, birth days of important personalities etc in CEC with the presence of local self governmental representative. The importance of this was also mentioned by the beneficiaries.

- 5.1.8.1.20 Local self governmental representative has to use his/her leadership quality for convincing family elders about literacy and other activities of CEC.
- 5.1.8.1.21 Making the organization and activities of CEC productive, effective, attractive, and innovative
- 5.1.8.1.22 A joined meeting of the CEC functionaries and local self governmental representatives should be organized by the DLM with a properly planned and informed schedule with in each six months.
- 5.1.8.1.23 To ensure reasonable salary and timely payment to the functionaries is one of the important ways to activate CECs.
- 5.1.8.1.24 Make adjust, venue and timings of the centre to suit all kinds of beneficiaries of the locality.
- 5.1.8.1.25 Open CECs in each ward of the panchayath.
- 5.1.8.1.26 Provide basic requirements for the day today functioning of CECs.
- 5.1.8.1.27 Ensure to provide proper and timely guidance to representatives and functionaries
- 5.1.8.1.28 Include financial assistance for the CEC in the plan fund of the local self government.
- 5.1.8.1.29 Unite the libraries formed with Kerala Granda Shala Sangam with CEC and give support to maintain library facilities
- 5.1.8.1.30 Ensuring community participation making CEC as its policy implementation agency of local self governmental institutions
- 5.1.8.1.31 Provide material support to CEC to encourage and motivate beneficiaries and functionaries.
- 5.1.8.1.32 Generate ownership and to take self initiative to further strengthen the programme
- 5.1.8.1.33 Provide financial assistance to centres by locale self government for the proper delivery of the programme of CECs.
- 5.1.8.1.34 Provide infrastructure support to the centre by locale self government for proper functioning of the centre.
- 5.1.8.1.35 Locale self government have to provide economic and other incentives to beneficiaries of CEC to motivate and participate more learners.

5.2 CONCLUSIONS

The analysis of the interview schedule with local self-government representatives and functionaries, detailed discussion with beneficiaries and observation of the centres came to the investigator to reach into the following conclusions.

- 5.2.1** Continuing Education Centres functionaries are from different age groups and majority of centres have attracted more female functionaries than males in all age groups. Majority of them have qualification upto intermediate level followed by degree, SSLC and lastly Post Graduation. The functionaries showed wide difference in their level of experience. A high majority of the respondents were from villages. More functionaries were from OBC, followed by SC and ST population than General category of population.
- 5.2.2** All functionaries selected for the study had received same type of training without considering their position in CECs. Average number of training duration was 20 or 18 days and the duration of the training Programme in a day was from 8 am to 5pm. When high majority expressed that they were satisfactory with the training programme, a few of them graded it has highly satisfactory. But there were also very few respondents who marked their dissatisfaction with the training programme. The content of the training programmes covered all most all aspect of CEP.
- 5.2.3** Majority of the Local Self Governmental Representative selected for the study were males. They belong to varying age group and majority of them were from the age group of 40-50. Majority of the representatives have qualification up to intermediate level, followed by SSLC, Degree and lastly Post Graduation. They vary in their years of experience in local self institution. Majority of them had experience up to 15 to 20. High majority of respondents have no experiences in literacy related activities, but very few of them had experiences in literacy related activities. Besides, 3.79% of representatives selected for the study were former preraks. Literacy related experiences of representatives have a direct and positive influence on the involvement of representatives in the activities of CECs. More representatives were from general category followed by OBC, SC and ST

population. No measures have been adopted to educate the representatives about CEC and its activities either from the training institutes made for representatives or from the institutes made for continuing education programmes

- 5.2.4** Regarding awareness of representatives towards CEC programmes the most known programme by representatives was equivalency programme .It was followed by literacy Programme, Income Generating Programme, Quality of Life Improvement Programmes, Individual Interest Promotion Programme. developmental activity of the locality and innovative Programmes of the centre. Since local self-government representatives have to play important roles in the Continuing Education Centres, they should have thorough knowledge and awareness about the centre, and their roles and responsibilities towards the centre. Therefore, different ways and methods to create awareness among representatives should be adopted and popularized at country, state, district and panchayath ward levels. Chairman position in ward Saksharatha Samithi, invitation of representatives to the centre to take leadership roles, personal meetings between preraks and representatives, the projects of local self government undertaken by Preraks, the departmental works done by functionaries, programmes/ Classes were organized by KSLMA / SRC / DLM etc., guidelines provided to representatives by functionaries, Training programme organized for representatives etc were the activities that caused to create awareness about CECs to representatives.
- 5.2.5** Local self-government representatives have a wide variety of roles to perform in the Continuing Education Centres. These include provision of most suitable location and building with sufficient number and size of rooms. furniture and equipments, teaching-learning aids /equipments and materials, facilities and services like information window and library, sports/ games and other recreational activity, material/ financial and other support for the day today functioning/ activities and programmers of Continuing Education Centres. Other important roles that local self government have to perform in the centre through its representatives includes: selection of qualitative instructors giving sufficient opportunity for maintaining and up-grading their quality of services. leadership

role in all core and target specific activities of the centre, periodic visit to the centre to check / monitor and evaluate the activities, programmes, functioning and effectiveness of utilization of funds allotted to the centre, inculcation of continuing education centre and its activities in the 'people planning programme' of panchayath, popularize activity of continuing education centre to bring more beneficiaries, participate in the ward sakshartha samithi meeting to lead the continuing education centre, formulate and implement the projects for the locality developments through continuing education centres, support for developmental programmes of the centre, give suggestions and timely directions for the effective working and efficient implementation of the programmes, help beneficiaries to get job/ attain self employment/ start small scale industries/ to form industrial society / form micro units and manufacturing units for beneficiaries of the centres, organize more programmes in various CEC lessons and formation of resource panel for tying up various agencies with CECs, make arrangement to market the products produced by the CEC beneficiaries, help to find out the most suitable beneficiaries and provide materials/ economic and employment incentives to selected learners, made arrangement to raise economic benefits /honorarium of functionaries, provide recognition and opportunity to exhibit the well performance of the deserving functionaries/beneficiaries, help to provide advice on organization of different programs/ guidance/ counseling to the needy functionaries/ beneficiary and parents, help to solve problem and clear doubts aroused while implementing the programme, make arrangements to co-ordinate various activities of the panchayath with activities of the centre, help to organize required resources for the CEC activities, help to form self help groups. neighborhood family circles, arrangements for provision of conducting examination and other activities of CECs'.

- 5.2.6** This study also concluded that majority of representatives have performed their roles in the centre. But there is wide difference in the contribution of representatives in various aspects of the centres. The significant chi-square value of the views of the responses of representatives and functionaries showed a specific trend of views about the contribution of representatives to CECs. A non

significant Z- value except for a few statements means that both representatives and functionaries agreed to the statements of the inventory about contribution provided by representatives in CECs.

- 5.2.7** All most all centres selected by the investigator for study were organized literacy programme. Centres had organized equivalency classes for standard IV, VII and Xth A Level and O level. All centres selected for the study had organized at least 3 types of Income Generating Programmes. Under Income Generating Programme of the centres various Self Help Groups were formed, but their number varies from centre to centre. Centres have shown particular interest to organize QLIP activities. IIPP of the centres aimed to cover all categories of people in the locality and there for formed various groups based on age, sex etc. Some centres have implemented some special programmes considering the special interest of the locality. Among the programmes of the centre 89.09% functionaries expressed their gratitude and satisfaction to the co-operation and support received from representatives at various stages of implementing equivalency programme. It was the most responded item among the programmes. It was followed by IGP, the third, fourth and fifth responded programmes respectively were QLIP, IIPP and literacy programme.
- 5.2.8** The problems of IGP, QLIP and IIPP programmes were financial problems, inability of the programme to provide self earning employment or lack of opportunities to improve existing employment of the people of the locality, lack of application of modern technology in the teaching learning process, organization of unsuitable programmes to meet day today life of the people of the locality , problems to attend the program of the centre, lack of quality of goods produced by the centre, problems of equipments and furniture , long duration of the course and difficulty to afford daily traveling cost, frequent resign of trained preraks, problem of marketing products, inaccessibility of centres in most needed places, lack of various converging agencies to converge activities of various departments, unavailability of interest free loan system to beneficiaries.
- 5.2.9** The suggestions for IGP, QLIP and IIPP programmes were necessity of arranging marketing products produced by beneficiaries, increasing financial

benefits from the centre, better training and demonstration classes, more local specific and need based programmes, providing required infrastructural facilities and equipments and strengthen network with other agencies engaged with employment generation and make use of their economic and resource support, organizing more awareness programs campaigns/ work shops/ discussion etc on current local issues of the masses, improve the quality of programmes with better equipments/trained instructors and audio-visual media for improving inner abilities and creativity of the individual, form clubs of dedicated and selfless youth for working for the implementation of CEC activities, find out new resources and prepare materials based on local realities and experience

- 5.2.10** CEC activities and the duration of the courses varied from centre to centre and there were some common programmes which were provided by most of the centres and certain programmes were common to centres of certain districts. There were different agencies for organizing, training and to provide infrastructural facilities/equipments/materials in different areas and skills to CEC programmes with light fees or free of cost. Individuals having interest and specific skills were identified and invited into the centre. Generally CEC classes were conducted by the Preraks and Assistant Preraks, specially appointed teachers, NSS Volunteers, social workers and teachers, experts of various agencies and their family members. Wall posters used for creating awareness about activities of the centre, home visit by functionaries, with VEC members, local self-government representatives, and other local leaders .awareness campaigns, Kala Jathas/ processions, street plays, folk arts, songs and dances etc were the strategies adopted for awareness creation.

Thus this study emphasizes that the successfulness of the Continuing Education Programme depends on the joint efforts and dedicated services of central/ state and local governments, the policy makers/ administrators of adult continuing education related agencies at central/state and local level, adult continuing education related personalities and functionaries at field level, universities, local leaders, community members, educational and religious institutions etc.

CHAPTER VI

IMPLICATIONS AND SUGGESTIONS

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CHAPTER VI

IMPLICATIONS AND SUGGESTIONS

Along with contributing knowledge based on the objective of the study, a meaningful investigations has another important purpose to open avenues for exploring further, widening the widened, modified and/ or can be used to create new knowledge. A research study can never take place in isolation of the work that has already been done. So the problems, matters, factors or conditions that are proposed to study by a researcher may be either directly or indirectly related to an existing knowledge. The accumulated knowledge existing in the present world is the result of continuous and constant human endeavor that has been started from the very early period of human life.

6.0 IMPLICATIONS OF THE STUDY

1. Continuing Education Centres in kerala organizes various adult education programs focusing on the all round development of the adult learner and proper physical infrastructural facilities and support function of the centre can increase the quality of the programs organized by the centre.
2. The effectiveness and efficiency of Continuing Education Programmes can be improved by introducing locally specific programs emerged from field realities of the locality. The material preparatory and activity planners of Continuing Education Programmes may concentrate on this aspect.
3. Through proper implementation of CEPs many defects of existing local self institutions can be removed and many socio-economic objectives of our nation can be achieved.
4. Awareness of the local self governmental representatives about their roles in the Continuing Education Centres can increase their involvement and contribution to the centre to the maximum extend. So, adult continuing educators and program implementers can take steps to include Continuing Education Program as an important part of the training program or awareness creation activities for representatives.

5. Various activities have organized by centres to create awareness among local self governmental representatives about Continuing Education Programmes and centres. These activities may be extended to those centres where representatives' involvement is lesser.
6. The rich and personalized interaction between the beneficiaries and preraks, resource persons, specially trained instructors or personalities can motivate adult learners and can improve over all living conditions of masses of the locality.
7. CECs had open avenues for a deep rooted culture and laid strong foundation for Continuing Education Program in the state providing opportunity for the socio-economically down trodden and weaker section of the locality. Adult educators may make attempt to make them permanent learning centres of the locality.
8. The significant advancement in the CEC and CEP may create a wide spectrum of new employment opportunities to the needy, particularly to women and weaker sections.
9. Continuing education centres may improve the demand for quality oriented educational system for the coming generations.
10. Various CEP related activities provide an insight to the preraks, resource persons and adult educators to guide adult learners in appropriate direction.
11. All preraks may be advised to involve representatives in all activities of the centre. This should be important part of their training programs.
12. Assuring maximum involvement of representatives in CECs and their joint efforts with functionaries, all possible illiterates, semi literates or drop outs, unemployed youth may bring into the centre. Income generating activities, quality of life improvement activities and individual interest promotion activities of the masses of the locality may be promoted. Through this the dream of our nation that is the creation of a fully literate India may be gradually achieved.
13. The findings of the study is applicable to improve the conditions of CECs with the maximum involvement of local self government suitable location and accessibility, well established buildings and surroundings, better infrastructural facilities and physical support functions of the centre, effective implementation of the programs, timely provision of appropriate remuneration to the services of the functionaries, etc

are the result of better involvement and contribution of local self governmental representatives in Continuing Education Centres. So maximum effort may be made to make these institutions as part of the local self government.

6.1 STRENGTH OF THE PROGRAMMES

The Continuing Education Programme in the state has entered in to stage of becoming a part of the permanent institute of learning of the rural people. The main strengths of the existing system as observed by the investigator are given below.

- 6.1.1** CECs had open avenues for a deep rooted culture for establishment of permanent learning centres of the locality. They laid strong foundation for Continuing Education Program in the state providing opportunity to women and weaker sections.
- 6.1.2** Location/ accessibility, furniture, books and reading material, seating arrangements, sports and recreational facilities, quality of books and quality of services rendered in running library were found good and satisfactory in the case of many centres. Many centres were transformed as permanent institute of learning with well established own buildings, furniture and equipments. Some of the DLM had achieved considerable sustainability to continue CEP, even after its project period. In case of many centres, they had attained a considerable level of sustainability, the funds mobilized and spent by DLM was more than the funds from NLM.
- 6.1.3** CEP caused to create employment opportunity in the locality. Unemployed adults got opportunity to get support from industrial Centres, self employment units, small-scale industries, industrial societies, agriculture and other plantation units etc. Through this type of efforts some of the villages though very small in number, were transformed into the category of self sufficient villages. Many CECs prepared resource persons panel for vocational trainings under Z.S.S and interested persons got qualification in various vocational courses with free or reduced cost. Co-operation and convergence with various government and non-government departments, co-ordination of various NGOs, employment generating schemes and agency, clubs etc became silent features of many centres.

- 6.1.4** Various CECs organized medical camps, health and social awareness classes to educate locality members about those things which are necessary for their day to day life.
- 6.1.5** Many services like telephone bill payment, electricity charge payment, buying of railway and air tickets were started in many centres. Besides, centres also formed blood donation banks, eye banks etc. All most all centres worked as Study Centres, Information Centres, Janasevana Kendra, Marketing Centres, Tuition / Training/ Career Advance Centres, Educational Guidance Centres, Computer Training Institutes. Majority of the centres served the locality by working as good information windows services, organizing Charcha mandals, and SHGs with predominately women members.
- 6.1.6** The number of illiterate was reduced from 6412057 in 1991 to 6355686 in 2001 census
- 6.1.7** People from far and distant villages got opportunity to use library and reading room with adequate facilities, mobile libraries equipped with lending facilities, and got opportunity to select and read books, newspaper and magazines. In well established centres selection and purchase of them was systematically done through a Committee.
- 6.1.8** All most all centres of each district had organized core and target specific programs – Equivalency Programmes, Income Generating Programmes, Quality of Life Improvement Programmes, Individual Interest Promotion Programmes and literacy classes.
- 6.1.9** VEC as a body was constituted by each centre and played a vital role in the functioning of the centres. They involved in the selection of preraks, purchase of books, equipment and furniture, mobilization of beneficiaries and fund, supervision and guidance for effective functioning of the CECs.
- 6.1.10** Majority of the representatives, functionaries and representatives were aware of the significance of CEP and the role of three tier panchayath and community in implementation of CEP. A vast network from top level to bottom and from bottom level to top level exists to give a permanent shape to these institutions in the state. All districts had been working for CEP with the potential of three - tier

panchayath system- District Panchyath/ Corporation/ Municipal / Block / Grama Panchayat Saksharatha Samithies under the guidelines of KSLMA. The administration of CEP in the state was commendable with good academic support and proper co-ordination at District Block, Taluk and NCEC / CEC levels. Monthly Monitoring Review Committee (MMRC) at District, Block and Grama Panchayat level was carried out periodically by the block and district level functionaries of CEP. The selection of Preraks / Assistant Preraks was systematic through a Committee specially meant for this.

- 6.1.11** A large group of active, dedicated and selfless preraks exists in the state to participate and carry on the programs. Keen interest and active participation expressed by preraks to shoulder any responsibility during the programs. Preraks and Assistant Preraks were predominantly females, were better qualified, trained, experienced, and aged between 20 to 40 years.
- 6.1.12** Total control of literacy promotion programs by the local government institutions brought more initiative and decentralization in program implementation. The local self-government institutions have given definite roles for the implementation of CECs and CECs have become important agent of the developmental activities in the area. CEC activities are included in all the "*Jankeeyasoothrana Progamme*" and the activities of CECs were found integrated as an essential part of the *Jankeeyasoothrana Progamme*. CEC received strong support for library facilities, reading room facilities, information centres, training centers, development centers, cultural centers, sports centres, "balavibhagam" and target specific programme in particular equivalency programme from local self-government. Representatives usually participated in the "ward samrakshana samathi" and majority of the functionaries were happy with the approach and cooperation from the elected representatives. A good majority of the respondents receive financial support, material support, and received timely directions and suggestions from the representatives for the CEC activities. Increased involvement and participation of representatives were found in various capacities in planning, implementation, monitoring and evaluating the programme. Representatives

used to review the CEC activities. In most of the cases this is done by the ward counselor. Adequate initiatives are there from the part of elected representatives to popularize the CEC activities, providing leadership, conducting awareness classes, initiating steps to bring neo – literates to the centers, utilizing CEC facilities for general programme, and integrating with other government agencies.

6.2 LIMITATIONS OF THE PROGRAMMES

Since CEP being a recently introduced project, a vast majority of CECs are in the embryonic and emerging stage. The implementation of the programmes, there for, not free from defects. Some weak aspect of the existing condition of the programme is noted below.

- 6.2.1 Attitude of changing governments and government policies should compel the Continuing Education Programme related administrators and functionaries of the state to change the direction and policies of already initiated programmes without achieving its objectives.
- 6.2.2 One of the main difficulties encountered by Continuing Education Programme project was inadequate fund. This create innumerable other problems such as lack of committed functionaries, insufficient infrastructural facility of the centre and quality of the services provided by the centre, lack of assistant preraks, lack of financial support to start their own business, lack of marketing for the products produced by beneficiaries and SHGs of the centre, in conducting vocation-oriented courses, organizing production units and providing honorarium to functionaries etc.
- 6.2.3 Honorarium of Preraks & Assistant Preraks is not only inadequate but also it is too low to meet their day today expenses. Besides, they were not paid in time. This subsequently lead to many other problems like commitment of functionaries, their motivation, frequent vacancies in the post of preraks and assistant preraks etc which affected proper maintenance of the Centre.
- 6.2.4 A high majority of the centres lack of basic facilities like water, electricity and toilets, infrastructure like furniture, equipment and adequate number of books.

- 6.2.5 Number of centres sanctioned and established was insufficient to meet the requirements of the people and to achieve the target of the CEP.
- 6.2.6 Lack of interest among representatives and beneficiaries to visit the centre and to take part in activities of the centre. They do not need / not interested in those program.
- 6.2.7 Absence of vocation-oriented courses, income generating schemes for the neo-literates and functionaries and inadequacy of training given to beneficiaries for organizing production units.
- 6.2.8 The state has no directorate of adult education to coordinate and supervise the activities of non-formal education which is presently done by General Education Department of Government of Kerala State. This has created problems in particular at field level.
- 6.2.9 The tendency of frequent transfer of senior-level officers involved, can affect the functioning of the programme adversely.
- 6.2.10 Lack of strong political will of the frequently changing state government to achieve the objectives of the programme. There is a tendency to place interests of the political party or its cadre above the interests of the general public.
- 6.2.11 There is involvement of vested interest, favoritism in selecting functionaries and influence of party based politics in the functioning of the centre, implementation of the programme and sidelining of active functionaries.
- 6.2.12 Absence of planning of the programmes with the active involvement of the people's committees exists in the case of many centres.
- 6.2.13 There were representatives and common masses that were not aware of the significance of CEP and the role of three tier panchayath and community in implementation of CEP.
- 6.2.14 Insufficient involvement and participation of representatives in various capacities of participation in planning, implementation, monitoring and evaluating the programme
- 6.2.15 No proper mechanism exists to recognize the good work done by functionaries, representatives and beneficiaries.

- 6.2.16 Non-inclusion of responsibilities of CECs in the functions of representatives, lack of people mobilizing activities and their participation/ co-operation and support to the centres, inadequate civic consciousness of representatives/ functionaries /and masses of the locality, unsuitable socio-economic-geographical- and historical factors of the locality, unsatisfactory human relationships between CEC functionaries and representatives, inadequate motivating capacity/ organizing ability and ineffective performance of the functionaries of CEC, insufficient training programme to representatives and functionaries regarding CECs, non-provision of proper guidelines, no unity between functionaries of CECs, lack of social service mentality/ commitment to work of the representative and preraks, administrative inefficiency of the centre etc caused negative involvement of the representatives and functionaries in the centre.
- 6.2.17 Many local self-government institutions, though small in number, have not involved CECs in implementing its role to become important agent of the developmental activities and “Jankeeyasoothrana programme”.
- 6.2.18 Inadequate initiatives were noticed from the part of elected representatives to popularize the CEC activities, providing leadership, conducting awareness classes, initiating steps to bring neo – literates to the centers. utilize CEC facilities for general programme, and integrating with other government agencies with CECs.
- 6.2.19 There were representatives who do not participate in the “ward samrakshana samathi” and not interested in helping preraks in the programme in various capacities.
- 6.2.20 Various existing factors were identified that prevent the involvement of representatives in Continuing Education Programme and its activities. These factors include lack of knowledge and awareness about the importance, functioning, role, financial allocation, utilization of funds and fund allocation pattern of local self-government representatives, lack of representative’s interest in the performance of the centre and its activities, lack of provision of proper and timely communication, lack of advertisement about CEP and CECs, negative

attitude of functionaries and representatives towards the programmes and centre, non utility of learning provided by CECs, non – cooperation from above authorities and officials, long distance, improper place and related difficulty to visit the location and centre, lack of interest, appreciation and encouragement by Govt. and other such type of agencies, functionaries in efficiency and inability in planning and creating environment building activity, lack of adequate orientation to elected representatives.

- 6.2.21 Lack of administrative support, conflict, and non-cooperation among preraks, assistant preraks, and co-coordinators resulted into tardy implementation, non-implementation, or stagnation of the project.
- 6.2.22 Although variety of books (general, vocational and joyful reading) was available in the centres, the number was found inadequate for neo-literates.
- 6.2.23 Only a few centres had facility for outdoor games.
- 6.2.24 Scanty of centres, long distance from residence and inability to adjust with timings of the centre etc caused non accessibility of the centre to some of the most deserving beneficiaries.
- 6.2.25 No proper mechanism for monitoring and evaluating the performance of the CECs at local self- government level.
- 6.2.26 Inadequate training of different core and target specific programs and non-organizing it at periodic interval according to the changes and development in the society in general and CEP in particular.
- 6.2.27 Lack of conceptual clarity, problem analyzing and solving from the part of representatives, functionaries and state/ district level organizers due to inadequate experience.
- 6.2.28 Inability to establish proper functional linkages with local schools, cooperatives, NGOs, groups of different types, clubs, associations, self help groups and other community based organizations.

6.3 SUGGESTIONS

The study have some suggestions to the Central/ State Governments, local self-government representatives and institutions. academicians and administers of NLM /KSLMA/ DLM/ BLM and SRCs, DIET , Kerala Institute of Local Administration

(KILA), State Institute of Rural Development (SIRD), Non Governmental Organizations (NGO), CECs, and Universities. These suggestions are given below.

6.3.1 Suggestions to the central/ state governments

- 6.3.1.1 Govt. should establish policy with long term objectives in such a manner that the attitude of changing governments should not compel the Continuing Education Programme related administrators and functionaries to change the direction and policies of already initiated programs without achieving its objectives.
- 6.3.1.2 Govt. should not withdraw from the Continuing Education Programme project until the Continuing Education Programme becomes a peoples programme and Continuing Education Centre become a peoples Centre.
- 6.3.1.3 The state governments have to approve the policy guidelines on continuing education and earmark funds necessary in the state budget. State government need to establish a corpus fund at state level and district level vigilance corpus should be formed for the smooth functioning of the programme.
- 6.3.1.4 There is an urgent need to channelize funds from other developmental departments by central government to help Continuing Education Programmes of the state governments. The educational funds and extension activities of other Govt. departments can also be channelized through CECs.
- 6.3.1.5 Continuing Education Centres must have to be established in all wards of the panchayaths /municipalities / corporations.
- 6.3.1.6 Adult continuing education should be made compulsory by state government and centres need to be gradually changed to provide extension learning to all adults. Literacy should be treated as a qualification to live. There is a requirement to stop benefit from government/ panchayaths to illiterates and make a condition that if they require benefit from government/ panchayaths, they must be literate within a limited period. Further, the state Government need to enact laws to prevent rights like voting, ration, and other Government benefits to the illiterate people until they attend Continuing Education Centre and / or spend there up to a particular duration / became literate. Besides, special schemes and opportunities should be established to provide economic and vocational incentives / special consideration to learners and Continuing Education Centre functionaries.

- 6.3.1.7 Insistence should be there from the side of the government upon the institutions to perform the work earmarked to them at any cost. Clear rules and guidelines are to be prepared, published and adopted in their strict sense. Government need to make law that all departments of government should implement this schemes which require changes from grassroots level through Continuing Education Centres.
- 6.3.1.8 The Govt. should establish infrastructure for satellite communication and training under the control of KSLMA and SRC through which all local self-government representatives, Government Organizations, Non-Government Organizations, including Continuing Education Centre functionaries should be trained.
- 6.3.1.9 A directorate of non-formal education has to be established in Kerala, in order to co-ordinate all the non formal education programme and make CEC its grassroots implementation agencies. Unite all non-formal education activities like Kerala Granda Sala Sangom, libraries, youth education clubs, SRC. KSLMA, JSS etc under the roof of one directorate of non-formal education.
- 6.3.1.10 All the CECs are to be registered as societies under Charitable Societies Registration Act.
- 6.3.1.11 A special order from the rural department has to be issued for the smooth implementation of the program at the Panchayath level.
- 6.3.1.12 Transfer of senior-level officers involved can affect the functioning of the program adversely. So there should be a definite period in their years of working. During that period changing political power of the state do not affect their services.
- 6.3.1.13 Planning of the programs should be time-bound. Effective perspective planning and monitoring is needed. Govt. has to insist upon the institutions to perform the work earmarked to them at any cost within the planned time period.
- 6.3.1.14 Utilize the CEC for other activities of the government like the population Censes.

6.3.2 Suggestions to local self-government representatives/ institutions

- 6.3.2.1 Convert CECs as panchayath / local resource centre by decentralizing all human resource development initiatives of panchayath and implementing them through Continuing Education Centres. For this, measures like provision of all possible panchayath welfare activities, social developmental activity and *janakeeyasutrana programme* of local bodies at all levels need to be provided or implemented through Continuing Education Centres. Panchayath must inform community members all various government schemes through CECs and all hindrances in securing benefits there by the community must be removed
- 6.3.2.2 Give the responsibility of coordinating self help groups of the panchayath to CECs. Ensure participation and support from voluntary organizations and *Ayalkoottam, Kudumbashree* etc. Panchayath must have to take steps to coordinate the activities of Non-Governmental Organizations and Government Organizations at panchayath level and implement them through CECs.
- 6.3.2.3 Local self governmental representative must be trained to be impartial in their approach towards CEC. Party based policy should be discarded in CEP approach.
- 6.3.2.4 CECs must have to incorporate and strengthen other activities of locality like formulating adolescent clubs, counseling centers, youth clubs, etc to create awareness and attract all section of population to the centres.
- 6.3.2.5 Establish CECs in each ward of the panchayaths for better understanding and proper utilization of all members of the locality.
- 6.3.2.6 The CECs should be utilized as the office of the *gramma saba* with responsibility of calling the gramma saba being under the responsibilities of Preraks.
- 6.3.2.7 Insist CECs to form activities and programs according to geographical features of the locality and local conditions like hill areas, tribal areas, fisheries areas etc.

- 6.3.2.8 Participation of elected representatives in all programmes of Continuing Education Centres should be compulsory by rules of local self government. The position of chairman in *ward saksharatha samithi* necessarily has to play with maximum commitment.
- 6.3.2.9 Continuing Education Centres must be transformed into permanent institute of learning for self reliant education institution and need to be gradually transformed as the acting agency to create self sufficient villages and must become the pivot for all development activities of the locality.
- 6.3.2.10 Local self- government has to popularize CEC as a mass movement. For this establish CECs attached to schools or *anganwadis* or other easily accessible location, to utilize CEC by all people of the locality.
- 6.3.2.11 Panchayath budget and plan fund necessarily have to include the Continuing Education Programme. A fixed amount from plan fund of panchayath must have to keep for day to day functioning of the centre. In addition, each centre needs to be ordered to issue to form and develop corpus fund with full support from ward member.
- 6.3.2.12 Steps must be adopted to encourage and motivate learners. For this incentive in the form of preferences in financial and welfare schemes, recognition, gifts, preferences in employment etc can introduce by local self government.
- 6.3.2.13 Separate booklets / guidelines with clearly defined rights, duties and responsibilities according to their position in the administrative hierarchy to be provided to each representative.
- 6.3.2.14 Local self-government need to develop a permanent system with proper instruction for advance action plan, strict guidelines to monitor and evaluate the programs and to implement and supervise the Continuing Education Centres. It should have to develop adequate support for the functioning of the CECs. assign and monitor the work of preraks through education standing committee chairman of the local self government.

- 6.3.2.15 Steps must have to adopt to include Continuing Education Programmes in the training programs of KILA and SIRD, or to organize special programme to create awareness about Continuing Education Centres. Besides local self government can recommend SRC, KSLMA, DIET etc to organize awareness programmes for the representatives of the institutions.
- 6.3.2.16 All suggestions and orders to the CECs and preraks need to be reached through the local self government/ representatives.
- 6.3.2.17 The head of local self government need to ask and record the functioning of CEC from his ward members within three months and his report should be send to Block Literacy Mission and District Literacy Mission. A form should be provided from KSLMA for this purpose. Organization of activities discussing with head of representatives should be made compulsory.
- 6.3.2.18 Local self- government should have to provide opportunity to register and work voluntary organization under CECs.
- 6.3.2.19 Representatives must have to encourage CECs to conduct discussion on regional challenges to enthuse enough and encourage among local public to face their challenge.
- 6.3.2.20 Local self- government need to develop a positive political will among its members, functionaries and common masses of the locality for achieving the objectives of CECs. Besides representatives, functionaries and rural pupil should be inspired to rise above prevailing scenario of party politics for creative work.
- 6.3.2.21 Local self- government must inform its members about various governments and other schemes, welfare and other activities through CECs and empower CECs to achieve those schemes easily.
- 6.3.2.22 Sufficient recognition need to be provided for the best services and good performance.

- 6.3.2.23 Ward and panchayath need to work together for increasing the number of projects, beneficiaries and ability to understand the need of the centre. Efforts must be done to understand hindering factors of their participation and maximum possible measures should be adopted to eradicate and find most suitable solutions to each of the identified problems.
- 6.3.2.24 Representatives should have to work for opening and strengthening that centre which have worked very well in earlier times and find reason for not functioning presently, solution to the problem faced by the centre and to strengthen that centre which is not functioning properly.
- 6.3.2.25 Utilize Students involved in compulsory social service at degree level, National Service Scheme (NSS), National Cadet Cord (NCC), Bharath Scouts Services (BSS) etc for the benefit of CECs and its programmes. For this some academic incentive to increase their participation should be provided.
- 6.3.2.26 Local self government representatives have to establish a good relation with higher and lower level functionaries of CEPs to introduce new scheme of social benefit according to the requirement of the locality.
- 6.3.3 Suggestions to academicians and administers of NLM / KSLMA/ SRC**
- 6.3.3.1 Arrangements should be made to establish and provide separate booklets/ guidelines with clearly defined rights, duties and responsibilities to each representative according to their position in the administrative hierarchy.
- 6.3.3.2 The full responsibility of giving honorarium in time should be provided to Local Self Governmental institution. In addition, steps must adopt to increase the honorarium to keep functionaries in the centre with sustained motivation and efficiency.
- 6.3.3.3 Higher authority must be able to buy the state share for the scheme from the centre in time.

- 6.3.3.4 Arrange special training programme to local self- governmental representatives to educate them about Continuing Education Centre and programmes. This is possible by conducting special training and awareness classes for local self governmental representatives or adopting measures to include Continuing Education Programme and centre in the training programmers of representatives organized by KILA, SIRD etc.
- 6.3.3.5 System should be developed to call a joint meeting of functionaries and representatives with a properly planned and informed schedule with in six months through which higher authority can enquire both from functionaries and local representatives about those activities and programmes in which they have cooperated and worked together.
- 6.3.3.6 Adopt all possible measures to attract representatives to the centre. This should be a special part of the training programme of the Prerak. Refresher courses may be held from time to time to educate them different development programmes and make them aware of changes. Duration of the training programmes should be increased and more weightage should be given to techniques of motivation which was a major problem faced beneficiaries, functionaries and representatives. Sufficient training material with intensively organized programmes at periodic interval should be provided with specially designed motivational boost up, problem solving and guidance at all levels of training.
- 6.3.3.7 All suggestions and orders to the prerak and centre need to be reached through local self -government / representatives. Utilization of all kinds of modern and folk medias like proper advertisement through TV, AIR, art forms, posters, banners, hoardings, wall writings, cinema slides, newspaper articles, *pad yatras*, *kalajadas*, group songs, *nukkad nadaks* and dissemination of information through newsletter, sharing success stories and mobilization of volunteer agencies using modern advertisement media is a necessity to spread messages of CEPs, to create positive attitude among the influential section of society and to motivate beneficiaries, functionaries and representatives to the centre

- 6.3.3.8 There is high requirement to strengthen village education committee and other local leaders to make CECs a valuable institution for the locality. Preraks need to obtain village leaders help to avoid learner's pressure on him. Representatives of the following groups also needed to include in the VECs. Religious leaders from locality (to ensure participation from all section without fear), anganvadi worker (they have more contact with local people), teachers (nursery and elementary teacher should be given enough opportunity), women group (to see each and everything from women's point of view), bank and other finance related employees (for easy financial transactions to the beneficiaries), farmers, businessman and other local area fields leaders.
- 6.3.3.9 Provision of adequate amenities in the centre like permanent classroom with adequate size and facilitates, constant supply of most suitable teaching learning material and equipments like TV set, computer, chalk board etc.
- 6.3.3.10 Select only qualified and expert persons from the locality, who have interest in social work, leadership quality, spotless characters and clarity of objectives. For this establish a panel of representatives. Adopt all possible measures to sustain the prerak in the centre and ensure their involvement with full commitment, expertise, interest etc. with sufficient opportunity to ensure retention and up gradation of their literacy skills to discharge wide variety of functions and pressures upon them.
- 6.3.3.11 Lack of administrative support, conflict, and non-cooperation among preraks, assistant preraks, co-coordinators etc resulted into tardy implementation, non-implementation, or stagnation of the project. So detailed list of separate responsibilities of each functionary need to bring and educate functionaries about them.
- 6.3.3.12 Panchayath should organize vocational training, self employment opportunities, voluntary activities and public services for the beneficiaries.
- 6.3.3.13 Functionaries should be taught to plan annual, monthly and weakly timetables. Besides programme activity should be planned in advance and it should put on the notice board on time and implement them as expected.

- 6.3.3.14 More self-help group need to be created to market the products produced by the neo-literates through the existing co-operative societies. Local self-government representatives need to take care of it
- 6.3.3.15 More scientific information is required to be imparted to the neo-literates for improving their economic status.
- 6.3.3.16 An enlightenment is required for the public to get a proper understanding and the scope, depth and opportunities that are open when one engages in that particular programme.
- 6.3.3.17 Give a sufficient and arranged colander to all the responsibilities and functionaries of CECs for utilizing the centre maximum.
- 6.3.3.18 Contents in booklets in primers should be properly arranged with reasonable presentation.
- 6.3.3.19 Preraks should be educated and motivated to invite local self government representatives to the centre.
- 6.3.3.20 Appoint two assistant in each CECs, one to continuously work in the field and another to work within the centre.

6.3.4 Suggestions to CEC functionaries

- 6.3.4.1 Display notices in huge readable form that can be read from out side of the CEC about the activities, programmes and services of the centre
- 6.3.4.1 Introduce social beneficial activities like facility to pay electricity charges, telephone bills, railway ticket booking, and tax payment facility etc in CEC with minimum charges for the services and do them within a planned time procedure
- 6.3.4.2 Formation of a working calendar is a necessity
- 6.3.4.3 Use of audio visual aid to attract neo-literates to the centre.
- 6.3.4.4 Video films of successful programmes of selected centres should be made to learn and imitate the same or develop in similar lines.
- 6.3.4.5 Success stories need to be published regularly for a vibrant adult learning environment, and give training and financial help to start more units

- 6.3.4.6 Along with literacy, strategies like disaster management, environment protection, anti-terrorism, disaster management and communal harmony may be added in the training as well as teaching materials
- 6.3.4.7 Prerak should be eager to establish good personal relationship with each members of the family in the locality.
- 6.3.4.8 Help representatives to convince people that he/she is concerned in the peoples problems
- 6.3.4.9 Give opportunity to representatives to express their leadership quality in front of the public
- 6.3.4.10 As representative of people give maximum opportunity to interact with people and common masses to increase human relationships between them
- 6.3.4.11 Attract more people into the centre using the organizational and leadership power of representatives and power of functionaries
- 6.3.4.12 Provide maximum opportunity to representatives, particularly the newly elected among them to have deeper and closer contact with normal voters through the centres
- 6.3.4.13 Give proper advertisement for better utilization of CECs to ensure maximum participation of the people in the CEC activities, since CECs has to become one of the important grassroots level institutions of the nation
- 6.3.4.14 All CEC activities must set their objectives, goals, and programmes according to local conditions. Teaching learning equipment and content should be revised according to local conditions. They should be selected from the daily life activities and experiences of neo- literatures from the locality.
- 6.3.4.15 Functionaries need to co-operate with beneficiaries in enriching their knowledge on different aspects
- 6.3.4.16 Draw maximum personal attention towards each neo-literate to find out their problems and inconveniences for adopting measures to make them permanent beneficiaries of the centre
- 6.3.4.17 All constraints of learners to reach and effectively participate in the centre must be studied, analyzed and solved

- 6.3.4.18 Maximum efforts should be made to mobilize resource from all possible ways and human resources development
- 6.3.4.19 Give opportunity to functionaries, representatives and beneficiaries to visit and observe those centers which are working properly.
- 6.3.4.20 Since we are living in the internet age, IT should be used for constructive and sustainable development of literacy and life long learning
- 6.3.4.21 Special programmes for the benefit of self help groups, handicapped and others may be formed
- 6.3.4.22 Increase number of Beneficiaries by attracting non –literate adults towards literacy programme through a variety of area specific and need based motivational activity
- 6.3.4.23 CEP should not be limited to neo-literates and post literates, but its scope need to be widened to other segment of population who are in need of improving their skills, upgrading their income, learning new-skills must be accommodated in the new continuing education vision
- 6.3.4.24 Make community aware of the programme. For this CEC must take into account the needs, preferences, interests, and priorities of the target groups (beneficiaries). Effective partnership is established with the local communities with a view to ensure their ownership of the program
- 6.3.4.25 Provide preference in individual beneficial activity by develop ability to have insight and work according to the needs of the people. Conduct more cultural activities to create a harmonious, peaceful country, neighborhood of CECs. ayaalkoottam, small self help groups, blood donation groups etc
- 6.3.4.26 Take measures to start employment opportunities in the locality
- 6.3.4.27 Take steps to start small multi ownership industries under the leadership of prerak
- 6.3.4.28 Start area based money lending and saving system under the responsibility of bank
- 6.3.4.29 People should be taught through experience that CEC is an institution made for full filling the desires of common masses

6.3.4.30 Make programmes according to the interest, comfort and local availability of beneficiaries

6.3.4.31 Maximum attempt to make the programme useful to the participant

6.3.4.32 Keep a record of CEC beneficiaries who have engaged in CEC activities and after that involved in same type of work in which they got training

6.3.5 Suggestions to District/ Block Literacy Missions (DLM)

6.3.5.1 Coordinators were suggested to visit centers frequently and have to ensure frequent interaction between local administrators and field functionaries.

6.3.5.2 Coordinators can call joint meetings of the panchayath and CEC functionaries with in a fixed duration to teach both functionaries and representatives and also to confirm the co-operation between them.

6.3.5.3 DLM can take measures to uplift those CECs which are behind to other CECs

6.3.5.4 Ones in three months a joint meeting of CEC preraks and representatives should be held to teach them various aspects of CEC and ensure their mutual cooperation

6.3.5.5 Co-coordinators should develop understanding power to know and solve problems faced by preraks

6.3.5.6 Inform on time the various orders and rules to CECs through local self-governmental institutes through letters or other means\

6.3.5.7 Provide correct and sufficient information to the representatives and prerak from district office

6.3.5.8 Arrange facilities to provide training to the representatives

6.3.5.9 Establish action plan and time management plan to CECs.

6.3.5.10 Provide correct and sufficient information to the prerak from panchayat office

6.3.6 Suggestion to District Institute of Education Training (DIET)

6.3.6.1 Provide opportunity for regular training of functionaries and beneficiaries in addition to awareness creation activities for representatives.

6.3.6.2 Develop new modern training technique and facilities, new teaching methods according to the requirement of learner enrolled

6.3.6.3 Information regarding various schemes & services rendered by local self government should be imparted to the prerak.

6.3.7 Suggestion to Kerala Institute of Local Administration (KILA) and State Institute of Rural Development (SIRD)

- 6.3.7.1 Create awareness regarding the need, how to use the centre for the development of the locality, and achieve the objectives of local self-government through the training programme for the representatives.
- 6.3.7.2 Must encourage panchayath to establish CECs in each wards of every panchayath of the state
- 6.3.7.3 Give recognition to the representatives of best performing CECs.
- 6.3.6.5 Provide guide lines to become a model local self- government representatives by developing mentality to see things beyond party motives
- 6.3.6.6 Provide knowledge and schemes from panchayaths for various training and other welfare activities.
- 6.3.6.7 Introduce and teach new scheme and projects related with CEC

6.3.8 Suggestions to Non Governmental Organizations (NGO)

- 6.3.8.1 Organize various community welfare activities in association with CECs.
- 6.3.8.2 Take sponsorship of CEC activities 'as partners in progress' from institutions/ organizations, which do not harm the objectives of the program.
- 6.3.8.3 Form a panchayath level NGO to look after the activities of CECs.
- 6.3.8.4 Take the activities to create awareness and popularize CECs.
- 6.3.8.5 Give arms and charity to help and identify socially and locally specific programmes and to increase number of beneficiaries to popularize those programmes.
- 6.3.8.6 Take steps to mobilize resources and masses through Non-Governmental organizations.
- 6.3.8.7 Take steps to co-ordinate activities of CECs at local/ district/ state/ national level.
- 6.3.8.8 Arrange training together with Non-Governmental Organisations and use their service in teaching learning activities.

6.3.9 Suggestions to Universities

- 6.3.9.1 Organize part-time courses and short professional courses for adults, general education of adults (literacy), development of adult education as a field of study, and the training of adult educators.
- 6.3.9.2 University departments need to be mobilized to provide a strong and sustained technical support to adult education activities and support in environment creation that will support motivation of non-literate persons on regular and continual basis.
- 6.3.9.3 Widening the scope and coverage of CEC beyond the neo-literates and post-literates
- 6.3.9.4 Design and develop newer Continuing Education courses which are new and market friendly and productive.
- 6.3.9.5 Providing sustained help in creating a resources pool for various components like material preparation, audio-visual aids preparation, and quality training of various levels of functionaries.
- 6.3.9.6 Helping the CECs and NCEC to network better with other developmental agencies.
- 6.3.9.7 Undertake pilot programme and pilot studies on CECs
- 6.3.9.8 Advocacy to literacy and post-literacy as a positive developmental intervention programme.
- 6.3.9.9 Include Continuing Education Programme as a part of the research work of university research scholars
- 6.3.9.10 Organize training to functionaries and resource persons and beneficiaries like agriculture training organized by Agreculture University to utilize Continuing Education Programmes and projects properly.
- 6.3.9.11 Provide facilities for those beneficiaries who wish to further improve their careers or develop their opportunities for employment.

6.4 SUGGESTIONS FOR FURTHER RESEARCHERS

Considering the delimitations caused by the paucity of the resources available to individual investigator in general and lack of time at the disposal of the present investigator in particular, this evaluative study with focus on the role of local self government in continuing education programme implemented in Kerala state is one of the initiation in the field of researches in Adult Continuing Education Programmes. The present investigation there for opens up certain avenues for further research. These avenues are briefly listed below.

- 6.4.1 The areas which have been taken for the study is very limited. From 28 states and 7 union territories of India, the study covers only one state, viz., Kerala. So similar studies can also be developed in other states and union territories of the country.
- 6.4.2 The difficulty to cover the entire geographical area of the state, restrained the investigator to take in to consideration only six districts, among the 14 districts in Kerala, as sample for the study. Still studies need to be conducted taking sample from entire state.
- 6.4.3 In view of the nature and quantum of the work involved in the study, only those centers were covered that were implementing Continuing Education Programmes in Kerala state. Centres which are in the total literacy phase and post literacy phase did not covered in this study. So studies can be extended to include such type of centres.
- 6.4.4 The present study confines itself to the continuing education centers functioning under Kerala State Literacy Mission Authority and run by local self-government. Centres run by non-governmental organization and Jan Shikshan Sansthan do not covered in this study. Therefore, this study can be further expanded to include those centres.

- 6.4.5 Only views of Continuing Education Centre functionaries, local self-government representative and beneficiaries have taken into consideration in this study. Study can be further expanded by considering views of Kerala State Literacy Mission Authority Officers, State Resource Centre Officers, Key Resource Persons, District Co-coordinators, other local leaders, public, and other adult continuing education related persons.
- 6.4.6 The scope of the present study is limited to involvement of local self-government in the Continuing Education programme. Similar studies can be planned and conducted on the involvement of central / state governments (GO) and non- governmental organization (NGO), impact and influence of GO/NGOs/University Grant's Commission/ Indian Council for Social Science Research / community members / mass media, Kerala State Literacy Mission Authority/State Resource Centre/ District Institute for Educational Training / Policy makers/ decision makers, and other agencies involved in the implementation of the CEC programmes.
- 6.4.7 The involvement of local self-government in the Continuing Education programme is the only area considered for the present study. Other research studies about the Continuing Education Centres and programmes can be conducted in areas like organization and management, methodology, content and materials, teaching learning process, media and literacy, impact of the programme on the socio-economic and cultural life. The research in Continuing Education Centre of the state in particular need to concentrate on influence of mass media on Continuing Education Centre, resource mobilization, management of Continuing Education Centre, aiming to improve resources and managerial skills of the centres.
- 6.4.8 The sample selected for this study consisted of 264 local self-government representatives, 132 Continuing Education Centres, 132 functionaries and 528 beneficiaries. It suggested that research might be tried on a larger sample, which may be taken from all districts, and one or more states of the country.

- 6.4.9 The study was drawn from 22 selected centers from each of the districts selected for this study. It can be suggested that choosing all centres from the selected districts the study can be further expanded.
- 6.4.10 In the present investigation, role of local self governmental representative in Continuing Education Centre were studied using the interview schedules, information inventories, group discussion and observation, . The study can be further developed by using more tools like questionnaires, attitude scale and opinionnaires etc.

APPENDIX 1

PROFILE OF CEC FUNCTIONARIES SELECTED FOR THE STUDY

Distribution of preraks based on sex			
Sl.No	Sex	Total	% of Total
1	Male	24	18.18
2	Female	108	81.82
Position of the CEC functionaries in CEC			
Sl. No	Position	Total	%
P	Prerak	65	49.24
2	Assistant Prerak	38	28.78
3	Nodal Prerak	21	15.90
4	Assistant Nodal Prerak	8	6.06
6	Total	132	100.00
Educational qualification of CEC functionaries			
Sl. No	Qualification	Responses	%
1	SSLC	25	18.94
2	Intermediate	63	47.73
3	Degree	35	26.52
4	PG Degree	9	6.82
6	Total	132	100.00
No of functionaries received training			
Sl. No	Position	Total	%
1	Prerak	65	49.24
2	Assistant Prerak	38	28.78
3	Nodal Prerak	21	15.90
4	Assistant Nodal Prerak	8	6.06
6	Total	132	100.00
Literacy related experience of CEC functionaries			
Sl. No	Experience	Total	%
1	Below 1 year	15	3.79
2	1 to 3 years	32	16.67
3	3 to 5 years	57	58.33
4	5 to 7 years	26	19.70
5	Above 7 years	2	1.52
6	Total	132	132
Caste group of the CEC functionaries			
Sl. No	Caste	Total	%
1	ST	29	21.97
2	SC	34	25.76
3	OBC	46	34.85
4	General	23	17.42
5	Total	132	100.00

Total working experience of CEC functionaries							
Sl.No	Experience	Total	%				
1	Below 1 year	2	1.52				
2	1 to 3 years	34	25.76				
3	3 to 5 years	48	36.36				
4	5 to 7 years	36	27.27				
5	Above 7 years	12	9.09				
6	Total	132	100.00				
Age-wise distribution of CEC functionaries							
Sl. No	Age category	Male	%	Female	%	Total	%
1	< 20	0	0	1	0.76	1	0.76
2	20-25	10	7.58	21	15.91	21	15.91
3	25-30	23	17.42	38	28.79	61	46.21
4	30-35	9	6.82	30	22.73	40	30.30
5	>35	2	1.52	7	5.30	9	6.82
6	Total	54	40.91	78	59.09	132	100

Appendix 11

PROFILE OF CEC LOCAL SELF-GOVERNMENTAL REPRESENTATIVES SELECTED FOR THE STUDY

DISTRIBUTION OF LOCAL SELF-GOVERNMENTAL REPRESENTATIVES BASED ON SEX

Sl. No	Sex	Sample selected for the study									
		Ward Members		Panchayath President / Vice President		Block Members		District Members		Total	
		No	%	No	%	No	%	No	%	No	%
1	Male	105	39.77	58	21.97	13	4.92	19	7.20	195	73.86
2	Female	35	13.26	18	6.82	8	3.03	9	3.41	69	26.14
3	Total	140	53.03	76	28.79	21	7.95	28	10.61	264	100.00

Sl. No	Age category	Age-wise distribution of Representative	
		No. of responses	%
1	Below 20	None	0
2	20-30	50	18.94
3	30-40	84	31.82
4	40-50	94	35.61
5	Above 50	36	13.64
6	Total	264	100.00
Educational qualification of representatives			
Sl no	Qualification	Responses	
		No. of responses	%
1	SSLC	83	31.44
2	Intermediate	94	35.61
3	Degree	79	29.92
4	PG Degree	8	3.03
5	Total	264	100.00

Total experience of representatives in present field			
Sl. no	Category	Responses	
		Persons	%
1	0 Unto 5 years	38	14.39
2	5- 10 years	78	29.55
3	10-15 years	32	12.12
4	15-20 years	90	34.09
5	More than 20 years	26	9.85
Total	264	100.00	
Literacy related experience of representative			
Sl. No	No experience	Responses	
		Persons	Percentages
1	No experience	210	79.55
2	1 to 5 years	34	12.88
3	5- 10 years	10	3.79
4	10-15 years	8	3.03
5	More than 15 years	2	0.76
6	Total	264	100.00
Caste group of representatives			
Sl. No	Caste	Responses	
		Persons	Percentage
1	Schedule Tribe	41	15.53
2	Schedule Caste	52	19.70
3	Other Backward Community	70	26.52
4	General	101	38.26
5	Total	264	100.00

In this 'No' means Number

APPENDIX III

DISTRICT WISE

LIST OF SELECTED CENTERS FOR THE STUDY

MALAPPURAM DISTRICTS

1	Ariyanipotta NCEC, Vadinoor, Kizhuparamba P.O, Areacode 673639	7	Neehikutuparamba CEC, Vattaloor P.O, Makkaraparamba, 676507	13	Chathrathil CEC, Chittapuram, Parappanangadi, 676303	19	CEC Nerukara. Nerukara P.O, Malappuram, 676122
2	Dasasavini CEC, Realway Gate, Angadipuram P.O, 679321	8	Kettungal CEC, Vazhikkadavu.P.O, Kettungad, 679333	14	Ariyallur CEC, Near AMLPS, Ariyallur, 676313	20	CEC Veenbur, Mariyad P.O, Malappuram, 676122
3	Thurakkal CEC, Thurakkal P.O, Kondotty, 673638	9	NCEC Pullikuth, Melattur Post, 679326	15	CEC Ossankadappuram, Tanur, 676302	21	CEC Khizhisseri, Balathpurai. Kuzhimanna P.O, Malappuram 673641
4	Thozhuvanoor CEC, Thozhuvanoor P.O, 676557	10	Elamkulam CEC, Balakrishna Smaraka Vayanasala, Elamkulam, 679326	16	Bafakhi Thangal Smaraka Laibrary CEC, Irumbuchola, A.R Nagar, 676305	22	CEC Ugrapuram, Ugrapuram P.O, Malappuram, 673639
5	Muthiriparamb CEC, Chembrammal, Velluvambram, 673651	11	CEC Paichakam, Marancheror P.O, Parichakam, Pin 679581	17	Nanyambalam CEC, Aksharayanasala, Mudappilasser, 679339		

6	Pookkottur CEC, Pookkottur P.O, 676517	12	Thudar Vidya Kendram, Tharakkal Centre, Edapal, 679576	18	Athanikkal CEC, C/o Kerala navadarsana Vedi, Kavuambram P.O. 676123
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WAYANAD DISTRICT

1	CEC Olivumala, Vythri P.O, Olivumala	7	CEC Puthiyidam, Payyambilli.P.O, Anganvady Building, Puthiyidam	13	CEC Kumbaleri. Meenagadi, Ambalavayal Rd.	19	CEC Madathumpara, Padingarathara, Theatre Road Kalpetta Block
2	CEC Pozhuthana, Pozhuthana Town, Panchayath Samskarika Nilayam	8	CEC Kammana, Kammana P.O, Near LP School, Kammana	14	NCEC Kappikunnu, Veliyambam.P.O., Kappikunnu	20	CEC Kadachikunnu, Rooppon. P.O, Near SSA School Wayanadu
3	CEC Karinkannikunnu, Mandada. P.O, Karinkannikunnu Colony, Wayanadu	9	CEC Kunjhome.P.O. Tribal Quarters, Kunjome	15	CEC Chekkannikkunnu, Nirmala High School Road, Thariode	21	CEC Vandiyanbatta, Karimkutty.P.O., Yuvasakthi, Vandiyanbatta, Kalpetta Wayanadu
4	CEC Pollurkunnu, Rippon.P.O, Near English Medium School	10	CEC Mothakkara, Kottarakunnu.P.O., College Road	1	CEC Thalapuzha, Thalapuzha P.O. Chungam	22	CEC Pakkom, Pakkom Colony, Near Malankara Church Koodalkadavu. Pulpally

5	CEC Trikaipatta, Trikaipatta. P.O, Vellithode junction	11	CEC Valad, Samskarika Nilayam Valad. P.o, Valad Town	17	MNCEC Arumottomkunnu. Chrukattoor P.O, Panamararam,
6	CEC Edathikunnu, Kanyambatta.P.O, Near Health Centre, Koodothummal	12	CEC Valad, Samskarika Nilayam Valad Town	18	CEC Vengapally, Puzhamudi.P.O, Near Village Office Vegapally

KASARGOD DISTRICT

1	CEC Badiadka Panchayath Cultural Centre, Post Perdala	7	NCEC Chakkittadukkam, P.o.Attenganam, Kasaragod	13	CEC Thankayam Trikaripur Post Kasaragod 671310	19	CEC Hosa Bettu C/o Manjshwar Grana Panchayath office Post Manjeshwara 671323
2	MNCEC Perla, Post Perla Kasaragod 671552	8	NCEC Ambalathara, Post Pullur Kasaragod 671531	14	CEC Puthiyakandam Cheruvathur Kasaragod 671317	20	CEC Kadambar Kadambar Post Manjeshwara 671323
3	CEC Yathra Bus Stand Building Badiadka, Post Peradala Kasaragod 671551	9	CEC Cheemeni Post Cheemeni, Kasaragod 671313	15	CEC Chemmattamvayal Post Balla Kasaragod 671315	21	CEC Kelukudi Kaserode municipality

4	CEC Perumbala Chemnadu Post Kasaragod	10	Kadingimoola CEC Thaikkadappuram, Kasaragod 671314	16	NCEC Nellikkunnu Near Girls High School Kasaragod	22	CEC Chennikkara, Post Kasaragod 671121
5	CEC Madhur Post Madhur Near Homeo Hospital Kasaragod	11	NCEC Olavara Post Udumbunthala Kasaragod	17	CEC Thoongal Community Hall Chullikkara Kasaragod 671533		
6	MNCEC, Cherupanath ady Balanthode, Rajapuram via, Kasaragod 671532	12	CEC Kelugudde Near Cashew Factory	1	CEC Bovikanam Muliyar Post Kasaragod 671542		

KOLLAM DISTRICT

1	CEC, Pallimukku, Mynagapally P.O	7	CEC Cheilikuzhi, Pattayi P.O, Kollam Dt	13	CM Maithen Kunju CEC, Lillikollor, Corporation Public Library, Lillikollor,, Mangadu P.O	19	CEC ICSDE Kottarakkara, Valakam, Kottarakarara Kollam
2	CEC Perayom, Perayam Panchayath	8	CEC, Panchayath Office, Neduvathoor P.O, Kollam Dt	14	CEC Mylum, Mylom P.O, Panchayath Office .	20	CEC Puthentra, Neeendaraka. Kollam.

3	CEC Changankulangara, Ochira Panchayath,	9	JLAC Library CEC' Thodiyoor Panchayath, Karunagappally	15	CEC Ottakkal, Ottakkal P.O. Thenmala	21	Saksharatha Bavan NCEC, Kanchiravilla community Hall, Mynagapally NCEC, Block Panchayath Office, Kollam Dt ETC.,, Kottarakka P.O.
4	CEC Karali , West Kannada Panchayath P.O, Kollam Dt	10	CEC Kadappa, Mynagappally Panchayath, Mynagappally P.O	16	CEC Mylum, Mylum P.O, Kottarakkara	22	
5	CEC, Pathanamapuram, P.O Pathanamapuram, Kollam Dt	11	CEC Cheilkuzhi, Pattayi P.O, Kollam Dt	17	CEC Peroor, España Arts Club, T.K.M College P.O, Peroor, Kottarakkara		
6	CEC Pulimode, Shuranad North Shuranad North P.O	12	CEC, Panchayath Office, Neduvathoor P.O, Kollam Dt	18	CEC Attuvasseri, Samskarika Nilayam, Mavady P.O, Kulakkada		

THRISSUR DISTRICT

1	CEC, GPLPS Puthan Peedika, P.O Puthan Peedika,	7	Mahatma CEC, Arimbur P.O, Puzhaikkal,	13	CEC, Thripayar East U.P School, Cherkkara Natika P.O,	19	CEC, Samskarika Nilayam, Vallachira Panchayath Office, Vallachira P.O,
2	CEC Kunmath Kadu, Dr. Late Kunappan's House, Mala Block	8	CEC Pachayath Samskarika Nilayam Vayana Shala, Nellai P.O, Pin 680305	14	Sarga CEC, Panangad P.O, S.N Puram,	20	CEC Kalathodu Kura, Ollukara P.O,

3	PK Vasudevan Nair Memorial CEC, Pulimandiparambu, Guruvayoor Municipality	9	NCEC, Old Arthai Panchayath Office, Chittur P.O, Kunnamkulam	15	Mulamkudam CEC. Nelliparambu P.O. Mattattur Kunnu.	21	NCEC, Chavakkad Block Office. Chavakkad P.O.
4	Vimmers Mahila Samajam CEC, Kunchayini P.O., Edavilangue,	10	CEC Mulayam Colony, T. V Nilayam, Ayyappankavu P.O, Pin 680751	16	CEC, Kasthurba Mahila Samajam, Pazhunnana, Charmanthatta P.O,	22	NCEC, Priyadarshini Kettidam, P R Puram, Chavalakkudi
5	CEC Chittanga, C/o Devaki Veed, Chittanga, Vadakkancheri, Erumapetti	11	CEC, C/o Thathwamacy Club, Kundu Kuzhipadam	17	CEC, Vadakkum Muri Vayana Shala, Laksham Veedu Colony, Puthan Chira P.O		
6	CEC, Udaya Sports and Arts Club, Erumapetti, Kottapuram, Mangad P.O	12	CEC, Vadakkangeri Mahila Samajam, Vadakkanjeri P.O,	18	CEC, Social Welfare Centre, South Kondazhi, .P.O,		
IDUKKI DISTRICT							
1	CEC Pottankadu Baisonvally P.O Baisonvally	7	CEC Elamdesam Elamdesam P.O Idukki - 685 588	13	CEC Thopronkudy , Thopronkudy P.O, School city, 685515	19	CEC Rajakumar Panchayath Building, Rajakumari South Pin 685619

2	CEC Kurisupara Kallar Vattiyar P.O Kurisupara Idukki - 685 611	8	CEC Thommarkuth, Thommankuth, P.O Pin 685581	14	CEC Gandhi Nagar, Samskarika Nilayam Gandi Nagar, Allinchuvadu p.o.	20	CEC Vennany. Vennany P.O, Plathikkavada Idukki
3	CEC Kumbankallu Thodupuzha East P.O Idukki - 685 585	9	CEC Naliyani Koovakkandom P.O Idukki - 685 588 .	15	CEC Pathinarumkandan, Rajamudy P.O Idukki - 685 604	21	NCEC Kozhimala Thoppiipala P.O Idukki - 685 511
4	CEC Najaralampuzha, Kanjur.P.O, Idukki- 685 592	10	Kokkarakula CEC, Mariyarakudy .P.O, Kokkarakulam Idukki	16	Saksaratha Mission Thudarviya Kendra, Udumbanoor , Udumbannoor P.O Idukki - 685 595	22	NCEC Alakkode Kalayanthani P.O Idukki - 685 588
5	CEC Kanjar Kanjur P.O Idukki - 685 592	11	CEC Inchiyani Kalayanthani P.O Idukki - 685 588	17	CEC Kanjiyar National Library, Kanchiyar P.O . Idukki - 685 511		
6	CEC New Colony, panchayath Building Room, Nearv DPEP School, New Colony P.O, Munnar,	12	CEC Vandannmedu, Panchayath Building, Near Panchayath Office, Vandanamedu P.O, 685551	18	CEC Karimkunnam Vanitha Samskarika Nilayam Karimkunnam Panchayath,		

Appendix-VI
Interview schedule to Local Self Governmental
Representatives

- 1 Sex a. Male () b. Female ()
- 2 Age Below 20 () 20-30 () 30-40 ()
 40-50 () Above 50 ()
- 3 Position of representatives Ward Members () Panchayath President () Vice President ()
 Block Members () District Members ()
- 4 Educational qualification SSLC () Intermediate () Degree ()
 P G Degree ()
- 5 Total working experience 0 Unto 5 year () 5 to 10years () 10-15 years ()
 15-20 years () More than 20 years ()
- 6 Literacy related experience 0 Unto 5 year () 5 to 10years () 10-15 years ()
 15-20 years () More than 20 years ()
- 7 Caste group SC () ST () OBC ()
 General ()
- 8 Awareness of representatives towards Continuing Education Centres
- 1 Is CEC functioning in your area? Well aware () Vague awareness () Not aware ()
- 2 If yes, how many? Well aware () Vague awareness () Not aware ()
- 3 Where? Well aware () Vague awareness () Not aware ()
- 9 Activities of Continuing Education Centre as perceived by Local Self Governmental Representative

Sl.No	Programmes of the centre	Aware	Can't say	Not aware
1	Activities of the Centre			
2	Literacy programme			
3	Equivalency programme			
4	Income generating programme			
5	Individual interest promotion programme			
6	Quality of life improvement programmes			
8	Innovative Programmes			
9	Developmental activity of the locality			

10 Give details of training received by representatives

Sl. No	Agency Provided Training	Topic of CEC covered	Topic of CEC covered	
			Yes	No
1				
2				
3				
4				
5				

11 What are the activities CEC functionaries have taken to create awareness among representatives? (

- 1 Personal meetings with representatives. (
- 2 Inviting to the centre to take leadership roles in centre's activity. (
- 3 Empowering the members to play his position in ward Saksharatha Samithi. (
- 4 Doing many departmental works of Local Self Governmental Institutions. (
- 5 Undertaking the projects of local self governmental institutions. (
- 6 Organizing special programs to representatives for awareness creation by literacy related personnel/ offices. (
- 7 Providing guide lines about roles of representatives in CEC (
- 8 Awareness got from training programme organized by panchayath/ block / district representatives related personnel/ offices. (
- 9 Awareness got from training programme organized by literacy related personnel/ offices. (
- 10 Organizing special programs to representatives for awareness creation by panchayath/ block / district representatives related personnel/ offices. (

12 What contribution representative provided in the available location and building of CEC

- 1 Provide a separate location building for CEC (
- 2 Provide panchayath premises for CEC (
- 3 Arranged to use government/ semi government/ other free cost locality and building for CEC. (
- 4 Made arrangement for receiving help from local supporting group to contribute for the location / centre is working own rent. (
- 5 Inspired Prerak to provide own location to the centre (
- 6 Not involved/Can't say (

13 What was the contribution of representatives for seating arrangements in the centre?

- 1 Local self-government representative provide/ made arrangements/ contributed carpets/ mat, etc. ()
- 2 Local self-government institution provided/ contributed/ arranged benches/desks, chairs, tables for the centre. ()
- 3 Local self government institution contributed/ arranged chair and table for using computer ()
- 4 Local self government institution contributed/arranged measures for seating arrangement in the library ()
- 5 Not contributed/Can't say ()

14 What kind of help you have received from your representative for working days and hours of the centre?

- 1 Local self governmental representative enquired about the reason of non opening of the centre ()
- 2 Suggested to arrange working hours for the benefit of the daily workers ()
- 3 Representative suggested to open the library in particular non working day for the benefits certain beneficiary groups. ()
- 4 Not involved /Can't say ()

15 What were the contribution of representatives in available furniture, equipments and facilities of the CECs

- 1 Panchayath utilized the money as according to the direction of KSLMA ()
- 2 Panchayath provided facilities and equipments for CEC ()
- 3 Arranged to establish facilities for CEC with other government/ semi / non-government organization ()
- 4 Made arrangement for getting private/ individual contribution for the centre with support from local group ()
- 5 Established a separate group from locality, to provide help for Continuing Education Centre ()
- 6 Not involved/ cant say ()

16 What were the contribution of representative in sports, recreational facilities and equipment of CECs?

- 1 Provided equipment/ experts/ assistance ()
- 2 Organized sports and recreational programs of the centre. ()
- 3 Participate in the sports and recreational programs of the centre ()
- 4 Take steps to increase the number of beneficiaries. ()
- 5 Take initiative role to organize various programs in the centre ()
- 6 Provide leadership to activities organized by the centre ()
- 7 Panchayath utilized funds as according to the direction of KSLMA ()

- 8 Provided economic incentive to the participants (
- 9 Gave special consideration to the participant in the panchayath welfare activities (
- 10 Adopt measures to solve problems aroused while implementing the sports activities. (
- 11 Not involved /Can't say (

17 How local self government representative involved in display and decoration of CECs

- 1 Provided/ made arrangement to provide equipment/ experts/ guidance to improve the over all appearance of the building. (
- 2 Take steps to make reading room attractive to its users. (
- 3 Gave some useful suggestion during his/her visits to the centre for some function (
- 4 Steps taken to analyze and solve problems aroused while improving the condition of display and decoration of the centre. (
- 5 Adopted measures to encourage and recognize the deserved (
- 6 Not involved/Can't say (

16 How local self government representative contributed for the library of CEC

- 1 Provided equipment/ materials for library (
- 2 Organized book reading festivals/ programs/ competitions etc for improving the condition and membership of centre(Resource mobilization) (
- 3 Expanded the Continuing Education Centre library facility by merging it with library of panchayath, Nehru Yuva Kendra etc. (
- 4 Helped to collect information, identify sources for the expansion of CEC library (
- 5 Adopted measures to popularize the library (
- 6 Analyzed problems aroused while establishing and working of the library. (
- 7 Helped to find solution to problems emerged (
- 8 Recognition and encouragement to the deserved functionaries for encouraging their best performance and services (
- 9 Recognition and encouragement to the deserved beneficiaries for motivating them and others. (
- 10 Visits to check and evaluate the materials of library (
- 11 Not involved/Can't say (

17 How representative involved in maintenance, monitoring and evaluation?

- 1 Gave some suggestions during his visits for some functions of the centre (
- 2 Frequently visits the centre and check the system, if anything found advices to rectify it. (
- 3 Arranged some one else (village education committee members and other concerned persons) to check the Continuing Education Centre, (
- 4 During meeting with prerak asks about the maintenance of the centre (
- 5 Local self government representative asks beneficiaries during their meeting about the (

maintenance of the centre

6 Not involved/Can't say

18 How local self-government representative involved in Charcha Mandals of CEC

1 Provided help/ suggestion to plan the activities

2 Representative arranged to cooperate and coordinate various person, resources and activities of various departments with the centre.

3 Adopted measures to analyze problem aroused

4 Adopted measures to solve problems aroused

5 Steps were taken to arrange needed resources for the organization of Charcha Mandel of the centre

6 Adopted measures to popularize the Charcha Mandel of the centre

7 Arrangement made to provide sufficient training and/ impart knowledge to functionaries about the problems to be discussed.

8 Recognition and encouragement to the deserved functionaries for encouraging their best performance and services

9 Recognition and encouragement to the deserved beneficiaries/ for encouraging the beneficiaries

10 Helped to collect information and provide opportunity to make them available them for the functionaries of the centre

11 Formed resource panel of experts/ resource groups from locality for organizing charcha mandels

12 Not involved/Can't say

19 What were the contribution of representatives for information window of CEC

1 Provided help/ suggestion to plan the activities

2 Representative arranged to cooperate and coordinate various person, resources and activities of various departments with the centre.

3 Adopted measures to analyze and solve problems aroused

4 Steps were taken to arrange needed resources for the organization of the centre

5 Adopted measures to popularize the information services of the centre

6 Arrangement made to impart knowledge about the source and accessibility to collect information for the centre.

7 Recognition and encouragement to the deserved functionaries for encouraging their best performance and services

8 Converted CECs as Panchayath / Local Resource Centre

9 Provide all social developmental activity of the panchayath / locale bodies through CECs to make it self-reliant centres

10 Establish measures to provide all possible panchayath welfare activities through CEC

11 PRI informed community members all various government schemes through CECs and bothered them about the possible hindrances in securing benefits there by the community must

be removed.

- 12 Dissemination of information through newsletter ()
- ()
- 20 **What are the problems of literacy programmes of the centre?**
- 1 Learning literacy at adulthood is considered as a shame and pose problems to face the public ()
 - 2 Poverty and lack of finance ()
 - 3 Considers expenditures on learning materials like books, slates, pen, pencil etc as useless ()
 - 4 Lack of infrastructure facilities like black board, chalk, seating arrangements, electricity, drinking water and toilet facilities etc. ()
 - 5 Inconvenient timings of the classes ()
 - 6 Lack of compulsion for acquiring literacy skills from the side of the government and feels that education is useless in life ()
 - 7 Lack of specially trained teachers ()
 - 8 Dissatisfaction and lack of interest in teaching due to lower honorariums to Preraks / Assistant Preraks, and teacher engaged with delay in payment. ()
 - 9 Lack of economic and employment incentives to learners and there for considers education useless ()
 - 10 Inaccessibility of centres ()
 - 11 Disinterestedness and lack of mechanism to motivate and fight against the self defeating nature of human beings ()
 - 12 Lack of effective training programs to Preraks / Assistant Preraks to motivate and increase their confidence in the programme ()
- ()
- ()
- 21 **What are your suggestions to improve the literacy programme**
- 1 New strategies based on experience from the field of the locality has to be developed ()
 - 2 Programs should be developed in such a manner that it should be useful to the beneficiaries in their life. ()
 - 3 Learning materials like books, slates, pen, pencil should be provided freely in time to all learners ()
 - 4 Infrastructure facilities like black board, chalk, seating arrangements, electricity, drinking water and toilet facilities should be increased. ()
 - 5 Duration of classes should be increased ()
 - 6 Timings of the classes should be adjusted according to the convenience of the learner. ()
 - 7 Appoint special trained teachers ()
 - 8 Honorarium to Preraks / Assistant Preraks, and teacher engaged should be raised and should be paid regularly. ()
 - 9 Economic and employment incentives to learners and teachers ()
 - 10 Centres should be easily accessible ()
 - 11 Various kinds of awareness programmes such as seminars/discussions should be organized ()
 - 12 More and more and effective training programs should be provided to Preraks / Assistant ()

Preraks to motivate and increase their confidence in the programme

- ()
()
- 22 **What are the problems you identified while implementing equivalency programmes?**
- 1 Lack of upgraded books according to the time and requirement of learners. ()
 - 2 Inability to eradicate the drop out due to the inferiority complex, laziness/ lack of interest to attend the program ()
 - 3 Lack of required no of teachers ()
 - 4 Lack of teaching –learning materials ()
 - 5 Lack of audio visual aids to teach the learners ()
 - 6 Lack of measures to motivate learners ()
 - 7 Greater delay to get certificates ()
 - 8 Examination fee is too high in self financing courses that cannot afford many of the beneficiaries ()
 - 9 Lack of mechanism to clear doubts emerged during the implementation phase. ()
 - 10 Inability to find out and establish most suitable strategy for bring all the beneficiaries of the locality to the programme ()
- ()
()
- 23 **What are your suggestions for improving equivalency programmes**
- 1 Develop new strategy based on field experiences to motivate learners to the centre ()
 - 2 Provide upgraded books according to the time and requirement of learners. ()
 - 3 Eradicate the drop out arise from the inferiority complex/laziness/ lack of interest to attend the programme ()
 - 4 Additional teacher need to be appointed for teaching the learners, if the centre requires. ()
 - 5 Teaching / learning materials like text books, Pencil, exercise books, eraser should have to supply them freely ()
 - 6 Learning with the help of audio visual aids like computer and TV need to be encouraged as teaching learning aids ()
 - 7 Prices/ incentives, certificates and priority in local panchayath schemes should be given to learners who have passed and scored high marks in the equivalency examinations ()
 - 8 Arrangement should be made to reduce the delay in getting the certificate ()
 - 9 The examination fee need to be reduced to affordable amount in order to bring more learners ()

- 10 A system should be established for easy solutions to clear doubts while implementing programmes ()
()
()
- 24 **What are the problems you identified while implementing IGP programmes?**
- 1 Inability of the programme to provide self earning employment ()
 - 2 Lack of opportunities to improve existing employment of the people of the locality ()
 - 3 Organization of unsuitable programmes to meet day today life of the people of the locality ()
 - 4 Frequent resign of trained preraks from the centre followed by delay to appoint new prerak and give them training ()
 - 5 Problem of marketing products ()
 - 6 Inaccessibility of centres in most needed places particularly in tribal and coastal areas ()
 - 7 Lack of quality of goods produced by the centre ()
 - 8 Lack of application of better training, demonstrations and modern technology in the teaching learning process ()
 - 9 Lack of NGOs and various converging agencies to converge activities of various departments ()
- 10 Non availability of Interest free loan system to beneficiaries ()
- 11 Financial problem ()
- 12 Problems to attend the program of the centre ()
- 13 Problems of equipments / furniture ()
- 14 Long duration of the course and difficulty to afford daily traveling cost. ()
()
()
- 25 **What are your suggestions for improving IGP**
- 1 Organize more and more programs in different areas of interest to provide self earning employment ()
 - 2 Provide opportunities to improve existing employment of the people of the locality ()
 - 3 Organize programs to meet day today life of the people of the locality ()
 - 4 Arrangement and space for marketing products produced by beneficiaries ()
 - 5 Financial benefit to beneficiaries ()
 - 6 Provision required for infrastructural facilities and for equipments ()
 - 7 Establish centres in most needed places particularly in tribal and coastal areas ()
 - 8 Application of modern technology in the teaching learning process ()
 - 9 Strengthen network with other agencies engaged with employment generation. ()
 - 10 Better training & demonstrations to learners. ()
 - 11 Opportunity to gain financial benefit to functionary ()
 - 12 Solve problems to attend the program of the centre ()
()
()

26 What are the problems you identified while implementing QLIP?

- 1 Inability of the programs to provide self earning employment ()
- 2 Lack of opportunities to improve existing employment of the people of the locality ()
- 3 Organization of unsuitable programs to meet day today life of the people of the locality ()
- 4 Frequent resign of trained preraks from the centre which is followed by delay to appoint new trained prerak ()
- 5 Problem of marketing products produced by beneficiaries ()
- 6 Inaccessibility of centres in most needed places particularly in tribal and coastal areas ()
- 7 Lack of quality of goods produced by the centre ()
- 8 Lack of application of modern technology in the teaching learning process ()
- 9 Lack of various converging agencies to converge activities of various departments ()
- 10 Non availability of Interest free loan system to beneficiaries ()
- 11 Financial problem to make the trained knowledge into practice ()
- 12 Problems to attend the program of the centre ()
- 13 Problems of equipments / furniture ()
- 14 Long duration of the course and difficulty to afford daily traveling cost. ()

27 What are your suggestions for improving QLIP

- 1 Find out new IGP areas and vocational based trainings based on the experiences from field realities of the locality ()
- 2 IGP should be powerful for achieving self earning employment, opportunity for the improvement of the existing employment and measures for economic development ()
- 3 Financial help for various IGP activities should be increased ()
- 4 Opportunities to gain new resources from the local field have to be developed ()
- 5 Material preparation should be based on local realities and experience ()
- 6 QLIP must organize more awareness programs, campaigns, Work shops, discussion etc. on current local issues of the masses ()
- 7 Ensure involvement of more no of organizations for QLIP activities. ()
- 8 Modern audio-visual media, facilities and equipments should be used in the teaching learning process ()
- 9 Local government institutions must arrange facility to provide interest free loan system to beneficiaries ()
- 10 Local government institutions must arrange programs to encourage and motivate local masses to participate and organize more QLIP activities by the centre. ()
- 16 Organize different programs which are local specific, and need based ()

28 What are the problems you identified while implementing IIPP

- 1 Lack of adequate funds during the most required time ()
- 2 Inability of the programme to find out and improve inner abilities and creativity of the individual of locality ()
- 3 Lack of quality of IIPP training organized by the centre ()
- 4 Lack of required number of programs ()
- 5 Unsuitable programs and materials used in training ()
- 6 Lack of support from the public of the locality ()
- 7 Lack of required resources ()
- 8 Lack of organizations and clubs of dedicated and selfless youth to work for IIPP of the centre ()
- 9 Problems of modern training equipments and materials. ()
- 10 Lack resource person from locality to train the people in various IIPP of the centre ()
- 11 Frequent resign of trained preraks from the centre ()

29 What are your suggestions for improving IIPP

- 1 Find out new IIPP areas based on the experiences from field realities, socio economic issues, and life style of the masses of the locality ()
- 2 Make available to get adequate funds during the most required time ()
- 3 While promoting individual interests, IIPP should be powerful for improving inner abilities and creativity of the individual ()
- 4 Form clubs of dedicated and selfless youth to fight during emergency, protection of down trodden and poor, to fight against liquor and other social evil, and to encourage charitable activities ()
- 5 Improve the quality of IIPP of the centre with better equipments and trained instructors and audio-visual media ()
- 6 Frequently organize more number of programs targeting the special requirement and needs of the locality ()
- 7 Make use of the economic and resource support of various organizations working for encouragement of socio-cultural and religious integration and upliftment ()
- 8 Material preparation should be based on local realities and experience ()
- 9 Opportunities to gain new resources from the local field have to be developed ()
- 10 Provision should be established to encourage and motivate masses to engage in IIPP of the centre ()

Appendix- V

Interview schedule to CEC Representatives

1	Sex	a. Male	()	b. Female	()	
2	Age	Below 20	()	20-30	()	30-40 ()
		40-50	()	Above 50	()	
3	Position of functionaries	Prerak	()	Nodal Prerak	()	()
		A. Prerak	()	A Nodal Prerak	()	
4	Educational qualification	SSLC	()	Intermediate	()	Degree ()
		P G Degree	()		()	
5	Total working experience	Unto 1 year	()	1 to 3 years	()	3-5 years ()
		5-10 years	()	More than ten years	()	
6	Literacy related experience	0 Unto 1 year	()	1 to 3 years	()	3-5 years ()
		5-10 years	()	More than ten years	()	
7	Caste group	SC	()	ST	()	OBC ()
		General	()			
8	What are the activities CEC functionaries have taken to create awareness among representatives?					
1	Personal meetings					()
2	Inviting to the centre to take leadership roles in centre's activity.					()
3	Empowering the members to play his position in ward Saksharatha Samithi.					()
4	Doing many departmental works of Local Self Governmental Institutions.					()
5	Undertaking the projects of local self governmental institutions.					()
6	Organizing special programs to representatives for awareness creation by literacy related personnel/ offices.					()
7	Providing guide lines about roles of representatives in CEC					()
8	Awareness got from training programme organized by panchayath/ block / district representatives related personnel/ offices.					()
9	Awareness got from training programme organized by literacy related personnel/ offices.					()
10	Organizing special programs to representatives for awareness creation by panchayath/ block / district representatives related personnel/ offices.					()
9	What are the contribution of representatives in available location and building of CEC					
1	Provide a separate location building for CEC					()
2	Provide panchayath premises for CEC					()

- 3 Arranged to use government/ semi government/ other free cost locality and building for CEC. ()
- 4 Made arrangement for receiving help from local supporting group to contribute for the location / centre is working own rent. ()
- 5 Inspired Prerak to provide own location to the centre ()
- 6 Not involved/Can't say ()
- 10 Contribution from local self-government representative for seating arrangements ()**
- 1 Local self-government representative provide/ made arrangements/ contributed carpets/ mat, etc. ()
- 2 Local self-government institution provided/ contributed/ arranged benches/desks, chairs, tables for the centre. ()
- 3 Local self government institution contributed/ arranged chair and table for using computer ()
- 4 Local self government institution contributed/arranged measures for seating arrangement in the library ()
- 5 Not contributed/Can't say ()
- 11 How representatives involved in working hours and working days of the centre. ()**
- 1 Local self governmental representative enquired about the reason of non opening of the centre ()
- 2 Suggested to arrange working hours for the benefit of the daily workers ()
- 3 Representative suggested to open the library in particular non working day for the benefits certain beneficiary groups. ()
- 4 Not involved /Can't say ()
- 12 Representative's contribution in availability of furniture, equipments and facilities of the CECs ()**
- 1 Panchayath utilized the money as according to the direction of KSLMA ()
- 2 Panchayath provided facilities and equipments for CEC ()
- 3 Arranged to establish facilities for CEC with other government/ semi / non-government organization ()
- 4 Made arrangement for getting private/ individual contribution for the centre with support from local group ()
- 5 Established a separate group from locality, to provide help for Continuing Education Centre ()
- 6 Not involved/ cant say ()
- 13 Contribution of representative in sports, recreational facilities and equipment of CEC ()**
- 1 Provided equipment/ experts/ assistance ()
- 2 Organized sports and recreational programs of the centre ()
- 3 Participate in the sports and recreational programs of the centre ()
- 4 Take steps to increase the number of beneficiaries. ()
- 5 Take initiative role to organize various programs in the centre ()
- 6 Provide leadership to activities organized by the centre ()
- 7 Panchayath utilized funds as according to the direction of KSLMA ()
- 8 Provided economic incentive to the participants ()
- 9 Gave special consideration to the participant in the panchayath welfare activities ()
- 10 Adopt measures to solve problems aroused while implementing the sports activities. ()

- 14. Involvement of local self government representative in display and decoration of CEC**
- 1 Provided/ made arrangement to provide equipment/ experts/ guidance to improve the over all appearance of the building. ()
- 2 Take steps to make reading room attractive to its users. ()
- 3 Gave some useful suggestion during his/her visits to the centre for some function ()
- 4 Steps taken to analyze and solve problems aroused while improving the condition of display and decoration of the centre. ()
- 5 Adopted measures to encourage and recognize the deserved ()
- 6 Not involved/Can't say ()
- 15. Contribution of representative in library of CEC**
- 1 Provided equipment/ materials for library ()
- 2 Organized book reading festivals/ programs/ competitions etc for improving the condition and membership of centre ()
- 3 Expanded the Continuing Education Centre library facility by merging it with library of panchayath, Nehru Yuva Kendra etc. ()
- 4 Helped to collect information, identify sources for the expansion of CEC library ()
- 5 Adopted measures to popularize the library ()
- 6 Analyzed problems aroused while establishing and working of the library. ()
- 7 Helped to find solution to problems emerged ()
- 8 Recognition and encouragement to the deserved functionaries for encouraging their best performance and services ()
- 9 Recognition and encouragement to the deserved beneficiaries for motivating them and others. ()
- 10 Visits to check and evaluate the materials of library ()
- 16. Involvement of representative in maintenance, monitoring and evaluation**
- 1 Gave some suggestions during his visits for some functions of the centre ()
- 2 Frequently visits the centre and check the system, if anything found advices to rectify it. ()
- 3 Arranged some one else (village education committee members and other concerned persons) to check the Continuing Education Centre, ()
- 4 During meeting with prerak asks about the maintenance of the centre ()
- 5 Local self government representative asks beneficiaries during their meeting about the maintenance of the centre ()
- 17. Involvement of local self-government in Charcha Mandals** ()
- 1 Provided help/ suggestion to plan the activities ()
- 2 Representative arranged to cooperate and coordinate various person, resources and activities of various departments with the centre. ()
- 3 Adopted measures to analyze problem aroused ()
- 4 Adopted measures to solve problems aroused ()
- 5 Steps were taken to arrange needed resources for the organization of charcha mandel of the centre ()
- 6 Adopted measures to popularize the charcha mandel of the centre ()
- 7 Arrangement made to provide sufficient training and/ impart knowledge to functionaries about the problems to be discussed. ()
- 8 Recognition and encouragement to the deserved functionaries for encouraging their best ()

of human beings

- 12 Lack of effective training programs to Preraks / Assistant Preraks to motivate and increase their confidence in the programme ()

20. Suggestions to Improve the Literacy Programme ()

- 1 New strategies based on experience from the field of the locality has to be developed ()
- 2 Programs should be developed in such a manner that it should be useful to the beneficiaries in their life. ()
- 3 Learning materials like books, slates, pen, pencil should be provided freely in time to all learners ()
- 4 Infrastructure facilities like black board, chalk, seating arrangements, electricity, drinking water and toilet facilities should be increased. ()
- 5 Duration of classes should be increased ()
- 6 Timings of the classes should be adjusted according to the convenience of the learner ()
- 7 Appoint special trained teaches ()
- 8 Honorarium to Preraks / Assistant Preraks, and teacher engaged should be raised and should be paid regularly. ()
- 9 Economic and employment incentives to learners and teachers ()
- 10 Centres should be easily accessible ()
- 11 Various kinds of awareness programmes such as seminars/discussions should be organized ()
- 12 More and more and effective training programs should be provided to Preraks / Assistant Preraks to motivate and increase their confidence in the programme ()

21. Problems of Equivalency Program ()

- 1 Lack of upgraded books according to the time and requirement of learners. ()
- 2 Inability to eradicate the drop out due to the inferiority complex, laziness/ lack of interest to attend the program ()
- 3 Lack of required no of teachers ()
- 4 Lack of teaching –learning materials ()
- 5 Lack of audio visual aids to teach the learners ()
- 6 Lack of measures to motivate learners ()
- 7 Greater delay to get certificates ()
- 8 Examination fee is too high in self financing courses that cannot afford many of the beneficiaries ()
- 9 Lack of mechanism to clear doubts emerged during the implementation phase. ()
- 10 Inability to find out and establish most suitable strategy for bring all the beneficiaries of the locality to the programme ()

- 22. Suggestions to Improve the Equivalency Program** ()
- 1 Develop new strategy based on field experiences to motivate learners to the centre ()
 - 2 Provide upgraded books according to the time and requirement of learners. ()
 - 3 Eradicate the drop out arise from the inferiority complex/laziness/ lack of interest to attend the programme ()
 - 4 Additional teacher need to be appointed for teaching the learners, if the centre requires. ()
 - 5 Teaching / learning materials like text books, Pencil, exercise books. eraser should have to supply them freely ()
 - 6 Learning with the help of audio visual aids like computer and TV need to be encouraged as teaching learning aids ()
 - 7 Prices/ incentives, certificates and priority in local panchayath schemes should be given to learners who have passed and scored high marks in the equivalency examinations ()
 - 8 Arrangement should be made to reduce the delay in getting the certificate ()
 - 9 The examination fee need to be reduced to affordable amount in order to bring more learners ()
 - 10 A system should be established for easy solutions to clear doubts while implementing programmes ()
- 23. Problems of IGP Programme** ()
- 1 Inability of the programme to provide self earning employment ()
 - 2 Lack of opportunities to improve existing employment of the people of the locality ()
 - 3 Organization of unsuitable programmes to meet day today life of the people of the locality ()
 - 4 Frequent resign of trained preraks from the centre followed by delay to appoint new prerak and give them training ()
 - 5 Problem of marketing products ()
 - 6 Inaccessibility of centres in most needed places particularly in tribal and coastal areas ()
 - 7 Lack of quality of goods produced by the centre ()
 - 8 Lack of application of better training, demonstrations and modern technology in the teaching learning process ()
 - 9 Lack of NGOs and various converging agencies to converge activities of various departments ()
 - 10 Non availability of Interest free loan system to beneficiaries ()
 - 11 Financial problem ()
 - 12 Problems to attend the program of the centre ()
 - 13 Problems of equipments / furniture ()
 - 14 Long duration of the course and difficulty to afford daily traveling cost. ()
- 24. Problems of the IGP Programme** ()
- 1 Organize more and more programs in different areas of interest to provide self earning employment ()
 - 2 Provide opportunities to improve existing employment of the people of the locality ()
 - 3 Organize programs to meet day today life of the people of the locality ()
 - 4 Arrangement and space for marketing products produced by beneficiaries ()
 - 5 Financial benefit to beneficiaries ()
 - 6 Provision required for infrastructural facilities and for equipments ()
 - 7 Establish centres in most needed places particularly in tribal and coastal areas ()

- 8 Application of modern technology in the teaching learning process ()
- 9 Strengthen network with other agencies engaged with employment generation. ()
- 10 Better training & demonstrations to learners. ()
- 11 Opportunity to gain financial benefit to functionary ()
- 12 Solve problems to attend the program of the centre ()
- 25. Problems faced by QLIP Programme ()**
 - 1 Inability of the programs to provide self earning employment ()
 - 2 Lack of opportunities to improve existing employment of the people of the locality ()
 - 3 Organization of unsuitable programs to meet day today life of the people of the locality ()
 - 4 Frequent resign of trained preraks from the centre which is followed by delay to appoint new trained prerak ()
 - 5 Problem of marketing products produced by beneficiaries ()
 - 6 Inaccessibility of centres in most needed places particularly in tribal and coastal areas ()
 - 7 Lack of quality of goods produced by the centre ()
 - 8 Lack of application of modern technology in the teaching learning process ()
 - 9 Lack of various converging agencies to converge activities of various departments ()
 - 10 Non availability of Interest free loan system to beneficiaries ()
 - 11 Financial problem to make the trained knowledge into practice ()
 - 12 Problems to attend the program of the centre ()
 - 13 Problems of equipments / furniture ()
 - 14 Long duration of the course and difficulty to afford daily traveling cost. ()
- 26. Suggestions for quality of life improvement programs ()**
 - 1 Find out new IGP areas and vocational based trainings based on the experiences from field realities of the locality ()
 - 2 IGP should be powerful for achieving self earning employment, opportunity for the improvement of the existing employment and measures for economic development ()
 - 3 Financial help for various IGP activities should be increased ()
 - 4 Opportunities to gain new resources from the local field have to be developed ()
 - 5 Material preparation should be based on local realities and experience ()
 - 6 QLIP must organize more awareness programs, campaigns, Work shops, discussion etc. on current local issues of the masses ()
 - 7 Ensure involvement of more no of organizations for QLIP activities. ()
 - 8 Modern audio-visual media, facilities and equipments should be used in the teaching learning process ()
 - 9 Local government institutions must arrange facility to provide interest free loan system to beneficiaries ()
 - 10 Local government institutions must arrange programs to encourage and motivate local masses to participate and organize more QLIP activities by the centre. ()
 - 16 Organize different programs which are local specific, and need based ()

- 27. Problems of Individual Interest Promotion Programme** ()
- 1 Lack of adequate funds during the most required time ()
 - 2 Inability of the programme to find out and improve inner abilities and creativity of the individual of locality ()
 - 3 Lack of quality of IIPP training organized by the centre ()
 - 4 Lack of required number of programs ()
 - 5 Unsuitable programs and materials used in training ()
 - 6 Lack of support from the public of the locality ()
 - 7 Lack of required resources ()
 - 8 Lack of organizations and clubs of dedicated and selfless youth to work for IIPP of the centre ()
 - 9 Problems of modern training equipments and materials. ()
 - 10 Lack resource person from locality to train the people in various IIPP of the centre ()
 - 11 Frequent resign of trained preraks from the centre ()
- 28. Suggestions for Individual Interest Promotion Programme** ()
- 1 Find out new IIPP areas based on the experiences from field realities, socio economic issues, and life style of the masses of the locality ()
 - 2 Make available to get adequate funds during the most required time ()
 - 3 While promoting individual interests, IIPP should be powerful for improving inner abilities and creativity of the individual ()
 - 4 Form clubs of dedicated and selfless youth to fight during emergency, protection of down trodden and poor, to fight against liquor and other social evil, and to encourage charitable activities ()
 - 5 Improve the quality of IIPP of the centre with better equipments and trained instructors and audio-visual media ()
 - 6 Frequently organize more number of programs targeting the special requirement and needs of the locality ()
 - 7 Make use of the economic and resource support of various organizations working for encouragement of socio-cultural and religious integration and upliftment ()
 - 8 Material preparation should be based on local realities and experience ()
 - 9 Opportunities to gain new resources from the local field have to be developed ()
 - 10 Provision should be established to encourage and motivate masses to engage in IIPP of the centre ()

APPENDIX –VI

Dept. of Education, AMU, Aligarh

AN EVALUATIVE STUDY OF CONTINUING EDUCATION PROGRAMME IN KERALA STATE WITH FOCUS ON THE ROLE PLAYED BY LOCAL SELF- GOVERNMENT

(Information Inventory)

Jameela. T
Ph.D. student

Name of the representative-----

Name of the Panchayath/Block/Municipality etc -----

Designation -----

Dear Respondent,

As you know, Government of India has initiated programmes to make India a totally literate country within the coming few years. As a progress, many states like Kerala have entered into the Continuing Education stage of the programme as envisaged by National Literacy Mission. The 73rd and 74th constitutional amendments of the nation emphasizes on democratic decentralization and practice of democracy from grassroots' level. The implementation agency of grassroots level democracy is local self governmental institutions. Many drawbacks that exist in the built in structure of local self government can be solved through an excellent Continuing Education Programme and there fore many objectives of the government can be achieved through an excellent Continuing Education Centre.

The purpose this inventory to study that what contribution have provided by representatives in Continuing Education Centres. Some statements about the possible contribution of representatives in Continuing Education Centres are given in this inventory. Read each of this statement carefully and give your views on a five point scale. To clarify this procedure, one example is given below

Statement:- Representatives have contributed in providing appropriate location to the centre.

Responses:- SA A CS D SDA

SA- stands for Strongly Agree CS- for can't Say A – for Agree

D –for Disagree SDA- for Strongly Disagree

Suppose you feel you are 'agree' with the statement, then encircle the symbol 'A' given against it as shown above. Similarly, you have to give your reaction to every statement in the inventory. Here I ensure you that the information provided by you will be kept strictly confidential and will be used only for the research study.

Sl. No	How you grade the contribution of representatives in					
1	Infrastructure and Support Function of the Centre					
1	Representatives have contributed in providing appropriate location to the centre	HS	S	CS	DS	HDS
2	Representatives have contributed for providing appropriate building to the centre	HS	S	CS	DS	HDS
3	Representatives have contributed for making the centre accessible to the needy	HS	S	CS	DS	HDS
4	Representatives have contributed for providing appropriate ownership to the centre	HS	S	CS	DS	HDS
5	Representatives have not contributed for providing appropriate rooms with adequate size to the centre	HS	S	CS	DS	HDS
6	Representatives have not contributed for keeping appropriate condition of the building to the centre	HS	S	CS	DS	HDS
7	Representatives have not contributed for proper maintaining of the centre	HS	S	CS	DS	HDS
8	Representatives have contributed for providing seating arrangements in the centre	HS	S	CS	DS	HDS
9	Representatives have not contributed for the working days and hours of the centre	HS	S	CS	DS	HDS
10	Representatives have contributed for providing furniture and equipments to the centre	HS	S	CS	DS	HDS
11	Representatives have contributed for providing lighting arrangements, toilet and drinking water facilities to the to the centre	HS	S	CS	DS	HDS
12	Representatives have contributed for monitoring and evaluating of the centre	HS	S	CS	DS	HDS
13	Representatives have not contributed for organizing sports, recreational facilities and equipment of CEC	HS	S	CS	DS	HDS
14	Representatives have not contributed for display and decoration of the centre of CEC	HS	S	CS	DS	HDS
15	Representatives have contributed for library of CECs	HS	S	CS	DS	HDS
16	Representatives have not contributed for available books in CECs	HS	S	CS	DS	HDS
17	Representatives have not contributed for news papers and magazines available in CECs	HS	S	CS	DS	HDS
18	Representatives have not contributed for display and issue of books of books in CECs	HS	S	CS	DS	HDS
19	Representatives have not contributed for charcha mandals	HS	S	CS	DS	HDS
20	Representatives contributed for organizing SHG	HS	S	CS	DS	HDS

	in your centre?						
21	Representatives have contributed for information window of the centre	HS	S	CS	DS	HDS	
22	Representatives have not contributed for improving the community involvement in the centre	HS	S	CS	DS	HDS	
23	Representatives have not attempted to make CEC self reliant and permanent institute of learning of the locality	HS	S	CS	DS	HDS	
24	Representatives have not contributed for organizing training institutes for introducing and giving training to individuals and neo-literates in various CEC lessons and activities	HS	S	CS	DS	HDS	
25	Representatives have not contributed for forming resource panel of experts/ resource groups for training in CEC activities	HS	S	CS	DS	HDS	
26	Representatives have not contributed for infrastructure facilities like black board, Chalk, seating arrangements etc provided to the centre	HS	S	CS	DS	HDS	
		HS	S	CS	DS	HDS	
11	Literacy and Equivalency						
27	Representatives have contributed for conducting awareness classes, seminar and discussion	HS	S	CS	DS	HDS	
28	Representatives provide needed material and other resources for the programme	HS	S	CS	DS	HDS	
29	Representatives presented report of CEC in the meeting of the education standing committee chairman in time	HS	S	CS	DS	HDS	
30	Representatives provided encouragement to further implement such activity in CEC	HS	S	CS	DS	HDS	
31	Representatives made arrangement of accommodation to conduct the exam	HS	S	CS	DS	HDS	
32	Representatives made arrangement to provide small foods and others during examination/ programmes	HS	S	CS	DS	HDS	
33	Representatives made arrangement to distribute certificate	HS	S	CS	DS	HDS	
34	Representatives made arrangement to recognize to the best performer and services	HS	S	CS	DS	HDS	
35	Representatives do not Participated in the appraisal meeting for conducting programme	HS	S	CS	DS	HDS	
36	Representatives do not give timely directions and suggestions	HS	S	CS	DS	HDS	
37	Representatives do not cleared doubts emerged while implementation	HS	S	CS	DS	HDS	
38	Representatives do not solved problems emerged while implementing	HS	S	CS	DS	HDS	
39	Representatives do not made arrangements for giving Counseling /Guidance /Guidelines to the needy	HS	S	CS	DS	HDS	
40	Representatives do not check display notice boards,	HS	S	CS	DS	HDS	

	announcements, notifications and other documents						
41	Representatives do not initiate activities to popularize and bringing more beneficiaries	HS	S	CS	DS	HDS	
42	Representatives helped for making arrangement for accommodation to conduct the exam	HS	S	CS	DS	HDS	
111	Income Generating Programmes						
43	Representatives have contributed for conducting awareness classes, seminar and discussion	HS	S	CS	DS	HDS	
44	Representatives provide needed material and other resources for the programme	HS	S	CS	DS	HDS	
45	Provide small foods and others things like water during programmes	HS	S	CS	DS	HDS	
46	Representatives presented report of CEC in the meeting of the education standing committee chairman in time	HS	S	CS	DS	HDS	
47	Representatives provided encouragement to further implement such activity in CEC	HS	S	CS	DS	HDS	
48	Representatives made arrangement to distribute certificate	HS	S	CS	DS	HDS	
49	Representatives made arrangement to recognize to the best performer and services	HS	S	CS	DS	HDS	
50	Representatives do not Participated in the appraisal meeting for conducting programme	HS	S	CS	DS	HDS	
51	Representatives do not give timely directions and suggestions	HS	S	CS	DS	HDS	
52	Representatives do not cleared doubts emerged while implementation	HS	S	CS	DS	HDS	
53	Representatives do not solved problems emerged while implementing	HS	S	CS	DS	HDS	
54	Representatives do not made arrangements for giving Counseling /Guidance /Guidelines to the needy	HS	S	CS	DS	HDS	
55	Representatives do not check display notice boards, announcements, notifications and other documents	HS	S	CS	DS	HDS	
56	Representatives do not initiate activities to popularize and bringing more beneficiaries	HS	S	CS	DS	HDS	
IV	Quality of life Improvement Programmes						
51	Representatives have contributed for conducting awareness classes, seminar and discussion	HS	S	CS	DS	HDS	
52	Representatives provide needed material and other resources for the programme	HS	S	CS	DS	HDS	
53	Provide small foods and others things like water during programmes	HS	S	CS	DS	HDS	
54	Representatives presented report of CEC in the meeting of the education standing committee chairman in time	HS	S	CS	DS	HDS	
55	Representatives provided encouragement to further implement such activity in CEC	HS	S	CS	DS	HDS	
56	Representatives made arrangement to distribute certificate	HS	S	CS	DS	HDS	

57	Representatives made arrangement to recognize to the best performer and services	HS	S	CS	DS	HDS
58	Representatives do not Participated in the appraisal meeting for conducting programme	HS	S	CS	DS	HDS
59	Representatives do not give timely directions and suggestions	HS	S	CS	DS	HDS
60	Representatives do not cleared doubts emerged while implementation	HS	S	CS	DS	HDS
61	Representatives do not solved problems emerged while implementing	HS	S	CS	DS	HDS
62	Representatives do not made arrangements for giving Counseling /Guidance /Guidelines to the needy	HS	S	CS	DS	HDS
63	Representatives do not check display notice boards, announcements, notifications and other documents	HS	S	CS	DS	HDS
64	Representatives do not initiate activities to popularize and bringing more beneficiaries	HS	S	CS	DS	HDS
V	Individual Interest Promotion Programmes				i	
65	Representatives have contributed for conducting awareness classes, seminar and discussion	HS	S	CS	DS	HDS
66	Representatives provide needed material and other resources for the programme	HS	S	CS	DS	HDS
67	Provide small foods and others things like water during pr0grames	HS	S	CS	DS	HDS
68	Representatives presented report of CEC in the meeting of the education standing committee chairman in time	HS	S	CS	DS	HDS
69	Representatives provided encouragement to further implement such activity in CEC	HS	S	CS	DS	HDS
70	Representatives made arrangement to distribute certificate	HS	S	CS	DS	HDS
71	Representatives made arrangement to recognize to the best performer and services	HS	S	CS	DS	HDS
72	Representatives do not Participated in the appraisal meeting for conducting	HS	S	CS	DS	HDS
73	Representatives made arrangement to distribute certificate	HS	S	CS	DS	HDS
74	Representatives do not give timely directions and suggestions	HS	S	CS	DS	HDS
75	Representatives do not cleared doubts emerged while implementation	HS	S	CS	DS	HDS
76	Representatives do not solved problems emerged while implementing	HS	S	CS	DS	HDS
77	Representatives do not made arrangements for giving Counseling /Guidance /Guidelines to the needy	HS	S	CS	DS	HDS
78	Representatives do not check display notice boards, announcements, notifications and other documents	HS	S	CS	DS	HDS
79	Representatives do not initiate activities to popularize	HS	S	CS	DS	HDS

	and bringing more beneficiaries					
80	Representatives do not give timely directions and suggestions	HS	S	CS	DS	HDS
81	Representatives do not cleared doubts emerged while implementation	HS	S	CS	DS	HDS
VI	Innovative Programmes					
82	Representatives have contributed for conducting awareness classes, seminar and discussion	HS	S	CS	DS	HDS
83	Representatives provide needed material and other resources for the programme	HS	S	CS	DS	HDS
84	Provide small foods and others things like water during pr0grames	HS	S	CS	DS	HDS
85	Representatives presented report of CEC in the meeting of the education standing committee chairman in time	HS	S	CS	DS	HDS
86	Representatives provided encouragement to further implement such activity in CEC	HS	S	CS	DS	HDS
87	Representatives made arrangement to distribute certificate	HS	S	CS	DS	HDS
88	Representatives made arrangement to recognize to the best performer and services	HS	S	CS	DS	HDS
89	Representatives do not Participated in the appraisal meeting for conducting	HS	S	CS	DS	HDS
90	Representatives made arrangement to distribute certificate	HS	S	CS	DS	HDS
91	Representatives do not give timely directions and suggestions	HS	S	CS	DS	HDS
92	Representatives do not cleared doubts emerged while implementation	HS	S	CS	DS	HDS
93	Representatives do not solved problems emerged while implementing	HS	S	CS	DS	HDS
94	Representatives do not made arrangements for giving Counseling /Guidance /Guidelines to the needy	HS	S	CS	DS	HDS
95	Representatives do not check display notice boards, announcements, notifications and other documents	HS	S	CS	DS	HDS
96	Representatives do not initiate activities to popularize and bringing more beneficiaries	HS	S	CS	DS	HDS
97	Representatives do not give timely directions and suggestions	HS	S	CS	DS	HDS
98	Representatives do not cleared doubts emerged while implementation	HS	S	CS	DS	HDS

APPENDIX-VII

Points to be discussed with beneficiaries of CECs

Title:

An Evaluative Study of Continuing Education Programme in Kerala State with Focus on the Role Played by Local Self- Government

Date of discussion:

Address of the Centre:

- 1 Does the centre open on all working days?
- 2 At what time the centre regularly open?
- 3 Are you satisfactory with existing working days and hours of the centre? If not explain the reason? Give suggestions to rectify it?
- 4 Are available rooms enough spacious and adequate to conduct core and target specific programmes of the centres
- 5 (If the centre has insufficient furniture and equipment) How the centre manage insufficient furniture and equipment?
- 4 What were the strategies adopted by the centre for developing awareness about the centre and following programmes of your CEC?
Literacy, Equivalency, IGP, QLIP, IIPP, Innovative Programmes
- 5 Explain about duration and number of classes of following programmes of your CEC?
Literacy, Equivalency, IGP, QLIP, IIPP, Innovative Programmes
- 6 Explain that by whom you were taught in following programmes of your CEC?
Literacy, Equivalency, IGP, QLIP, IIPP, Innovative Programmes
- 7 What were the problems you faced while implementing following programmes in your centre?
Literacy, Equivalency, IGP, QLIP, IIPP, Innovative Programmes
- 8 What are your suggestions to improve following programmes of the CEC?
Literacy, Equivalency, IGP, QLIP, IIPP, Innovative Programmes
- 9 Do you think that your local self governmental representative have contributed for the centre? If yes, What were the contributions of your local representatives in following aspects of your CEC?
1 Infrastructural and support function of the centre, 1 Literacy, Equivalency, IGP, QLIP, IIPP, Innovative Programmes,
- 10 Was any agency collaborated with CEC programmes? If yes, which were the agencies collaborated in various programmes of your CEC?

APPENDIX VIII

Points for on the spots observation Continuing Education Centre

Title: *An Evaluative Study of Continuing Education Programme in Kerala State with Focus on the Role Played by Local Self- Government*

Date of observation :

Address of the Centre:

- 1 Location of the centre
- 2 Accessibility of the centre
- 3 Condition of building and maintenance of the centre
- 4 Number of rooms and its size
- 5 Seating arrangements in the centre
- 6 Availability of teaching and learning materials at the centre
- 7 Black board and notice boards at the centre
- 8 Physical facilities like drinking water, toilet and lighting of the centre
- 9 Furniture and equipment available at the centre
- 10 Sports and recreational facilities at the centre
- 11 Display and decoration of the name and other information of the centre with charts, posters, photographs and other aids
- 12 Library, Books and arrangement of books in the centre:
- 13 Records of administrative and accession registers, discussion groups, monitoring and evaluation etc
- 14 News papers and magazines available in CECs
- 15 Newsroom and Information Window Services of the centre
- 16 Nature of ongoing activities/ programmes of the centre at the time of visit
- 17 The literacy related experience of functionaries and overall performance of the centre
- 18 The general comment of the investigator

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